

## Break

### House persons

Since we went away there have been one or two political changes which obviously won't have escaped our readers. The leading education front-benchers, on both sides, must already be familiar enough to everyone, but now that the Education Bill is into Committee, a Who's Who of the supporting teams that will be fighting their way through the clauses and cuts may be useful to Parliamentary watchers and lobbyists.

Supporting Shadow spokesman Neil Kinnock on the Left, there is first his junior spokesman, Ann Taylor, a lively lady who won Bolton West from the Conservatives in 1974 at the age of 27. She already has a fair track record in education. An ex-Open University tutor, she became Parliamentary Private Secretary to Fred Mulley in 1976 when he was Education Secretary and played an enthusiastic part in the Committee stages of the 1976 Act.

Also lined up on the Labour side are that swashbuckling familiar of the education scene Christopher Price and NUT old boy Martin Plummer. Plummer, MP for Sheffield, Hillsborough, is now joint chairman of Labour's back-bench education subject group, along with Ernie Armstrong (Durham, North West), another familiar figure who spent years as a primary head and education committee chairman in the north; and was Under Secretary to Reg Prentice at the DES from 1974-75.

Former Minister Gordon Oakes, who is now an Environment spokesman, seems to have left the team, but there is one notable new girl. Sheila Wright came into the House for the first time at the May General Election as Labour MP for Handsworth, but she has a wealth of experience at the local authority of ex-minister education committee chairman in Birmingham, and for the Association of Metropolitan Authorities.

She is balanced on the other side by Conservative Malcolm Thornewell, who won the Gorton seat in May. Immediately after his stint as education committee chairman in

Warrad and at the AMA, so it doesn't look as if the case should go by default. Thornewell is also secretary in the Conservative back-bench education committee, where he is responsible for organizing links between ministers and back-benchers. The chairman of the back-bench committee is William van Straubenzee, who also gets into the team for the Bill's Committee stage, although his views have always been considered a little leftish for some Tories. He is double-stuffed up on the back-bench committee by right-winger Nicholas Winter, joint vice-chairman along with Bill Sheehan, author of the Parents' Charter. However, Winter has been kept off the Bill's Committee, battered by the Whips for long windedness.



Ann Taylor—lively lady

### Breaking point

One missing minister is Margaret Jackson, who lost her seat at the General Election. Now married (she would like to be known henceforth as Mrs Beckett) and working as a researcher for Granada's World in Action, she has evidently not lost her interest in education or policy-making.

Speaking at a meeting of the British Educational Administration Society last week, she said she interfered a lot more in day-to-day decision making and departmental business than her predecessors at the DES had done. Specifically, she rejected the DES view that a lot of things were best left to the local authorities. The way civil servants talked, all education ministers would have "that ingrained interest for local authorities" engraved on their hearts when they died.

She said she came across a number of bad local authority decisions over such issues as allocation of school places, "decisions which seemed to be motivated more by

local pride than consideration of the children involved". But there was no point, she said, in having elections if the politicians were not prepared to step in and say "This is a nonsense".

"It was an interesting time when we learned of local authorities in ways that we had no right to do. This was almost never with the DES's consent."

Miss Jackson recalled one occasion when a civil servant told her that the department never intervened in a certain area (which so far as she could remember was something like a boundary re-organization).

"Why not?" asked Miss Jackson. "Well we don't do that," came the reply. "Why not?" she repeated. "It's not policy," he said. Who made the policy? persisted the Under Secretary. "Previous ministers," replied the civil servant. "What previous ministers make I can't make," concluded the indomitable Miss Jackson and won her point.

I do not know whether they are missing her at the department, but it sounds as if she could give the present government a tip or two about bringing the local authorities into line, not to mention the civil servants.

It is the fate of great standard works from the Bible to Dr Spock — to do all things to all men, so perhaps Michael Rutter won't be too upset by his latest mark of recognition.

According to "The Bookseller", a £300 social concern award for a "Fifty Thousand Hours: Secondary Schools and their Effects on Children".

The idea of the college originally was to have something started for when Rainbow retired at 65, since their children, now two and four and a half, will still be young and expensive in 12 years' time. Freefolk was the first suitable house they found within easy reach of London, which was one of their requirements.

Before he went into local government, Conrad Rainbow was a public school master and an HMI, and has always maintained close links with the DES. He will take a few months' rest after his resignation becomes effective at the end of this year, and then he may help to run the college, among other things, since he has already had several offers.

Meanwhile, he is wrestling with Lancashire's budget cuts, and like many another CEO (as we discussed while carrying out the TES survey of cuts) it is keeping him awake at night. His early reaction on health grounds could well



The way things are going, if the TES had waited much longer, there'd have been no education to report.

His wife Kathleen, whom he first met when she was his secretary, is now running a residential tutorial college in Whitechurch for children with special needs. They bought Freefolk House last year in her name, and started the college from scratch. Kathleen Rainbow looks after the domestic side, and there is a teaching staff of graduates who are coaching 14 private pupils through O and A levels. Some of the students have had their education interrupted by illness, others just failed their exams the first time around.

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be the forerunner of a worrying fall out among education officers.

The sudden death by a heart attack two weeks ago of Ron Greening, director of education for Merseyside and president elect of the Society of Education Officers, is taken as another tragic warning sign by the S.E.O. spokesman George Cooke.

"The strains on a CEO during and since reorganization have been enormous. There is no way that a job can be done in a normal working week. It's not just that one has to cut, the factors are cumulative: the party politicization of local government; the unhappy timing of reorganization; corporate management; reversal of politics at national level; the increasing difficulty of managing an education service with 2.5 million pupils; the fact that a CEO is Mr. Cooke's greatest asset as CEO, Lincolnshire until he retired, went part-time to the S.E.O. quite soon enough probably, as he is himself now recuperating from a heart attack.

However, it seems unlikely that his warnings will be heeded by ambitious. Lancashire have already had "a very good response" to last week's advertisement for a CEO job.

Artists

### Next week

Colin Ball, an MSC consultant, says it is time for the Government to intervene in Youth Opportunities Programme planning.

"Louche, boorish and cheerily cynical", John Vaisey argues that Philby, Burgess and Maclean should not be used to besmirch the reputation of Cambridge's thinking-dis-senters in the 1930s.

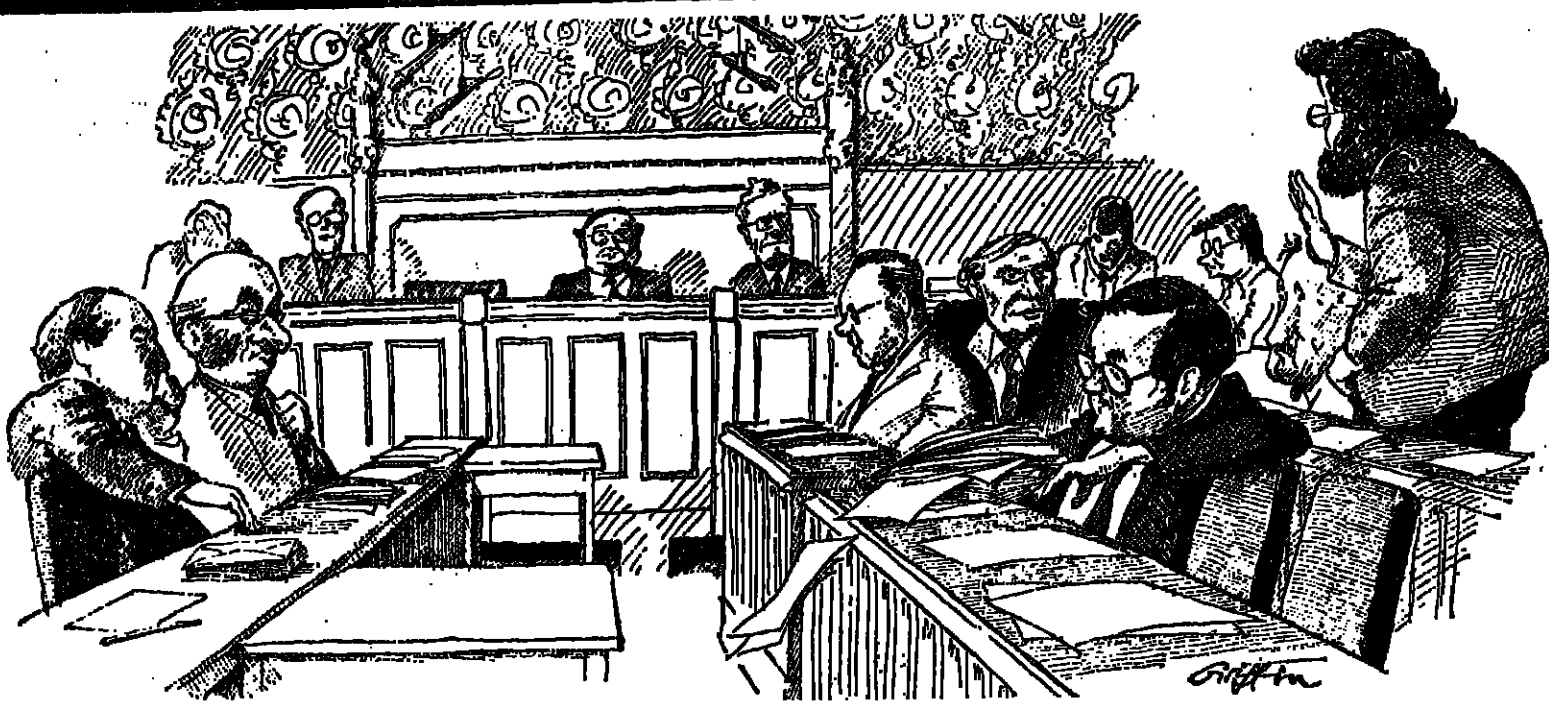
The pursuit of equality: Gillian Peele traces the ups and downs of America's 200-year struggle towards racial justice.

Children's books for all ages on all subjects—from plots to politics—camping to fairy tales—including John Rowe Townsend on Naomi Lewis's doll anthology, Brian Alderson appraising E. H. Shepherd, Robert Leeson on the children's writer in the 1930s, and Professor Brunsdon's creator, Norman Hunter, celebrating his eightieth birthday.

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Inside the Commons, the Standing Committee on Education: on the left, Rhodes Boyson and Neil Kinnock, on the right, losing his papers, Alan Beith, Neil Kinnock, and, talking about governors and uniforms, Andrew Bennett. Centre is David Watkins, chairman.

## New forecast of big jump in youth unemployment

Youth employment will rise much faster than previously estimated, the Manpower Services Commission believes. It could double by 1981. The

Government must provide more cash to finance a greatly expanded Youth Opportunities Programme, it says. Full report, School to Work, page 10.

## Whitehall asked for further £22m support

by Mark Jackson

Record youth unemployment over the next two years is now forecast by the Manpower Services Commission. It plans to expand the Youth Opportunities Programme to cope with the greater numbers of young jobless.

The Government will be asked initially to find another £22m for the programme in the coming year, the Manpower Services Commission approved proposals put before them last week. This sum will enable the programme to handle more than 250,000 youngsters next year and is almost as much as has just been cut from the YOP budget as a result of the White Paper on spending.

The commission's economists believe that the big jump in youth unemployment—and particularly in long-term unemployment—will come in late 1980 and 1981. Their estimates, which are based on London Business School projections for total unemployment and

the M.S.C.'s own studies of youth employment are as follows: ● School-leaver unemployment by early 1981 will be more than 170,000—nearly double this January's figure—and will rise to 214,000 over the following 12 months.

● Unemployment among the under-19s will rise from 254,000 to 418,000 and then to 478,000 over the same period.

● By 1982 there will be nearly three times as many under-19s who have been out of work for more than six months as there were in 1978. The M.S.C. figures represent the total of those without a job, including those temporarily off the register because of measures such as YOP. The Department of Employment and Labour only those who are on the register at the time.

The M.S.C. officials will tell the commissioners (in a document clearly intended to be put before Ministers) that their expansion proposals are based on a "very

cautious projection of youth unemployment" which ignores the fact that it generally rises faster than the overall unemployment rate. They are asking for an increase of 20 to 25 per cent in the number of places in the programme.

At the same meeting the commissioners will be told that STIP, the Special Temporary Employment Programme which gives priority to those under-25s who are too old for YOP, is likely to be in use even fewer next year than this.

The incoming Government halved the STIP budget, reducing its capacity to 12,000 to 14,000 places restricted to designated areas of high unemployment and inner cities. But it has proved impossible to reduce numbers quickly enough and claims for projects in the last quarter of this year will fall on next year's budget. Commission officials say that unless they can reduce the number of places to 8,000 next year,

it was inevitable, he said, that primary teachers would come off worse in the job-for-job comparison that would be made, and that they would get lower rises than their secondary colleagues.

"All the indicators are that having increased, pay will produce different results."

The commission could not give a fair judgment on the teachers' 3.7 per cent pay claim because the Government had not yet made a decision on the support grant settlement, a fixed sum which was to be available for pay rises in the public sector.

"In rate support grant a sum has been set aside to meet the claim," said Mr. Bennett, "but the Government's commitment and there will be no further increases."

## Three cheers for the first 119 words...

by Stephen Cohen

The mutton-chop sideburns of Dr Rhodes Boyson, the first education minister, deserved to be crinkled with pleasure this week. The first 119 words of the Education Bill have been chucked up on the blackboard and are close to becoming law.

There are only 37 more clauses to go. But it took some heavy parliamentary spadework before the Labour Opposition finally let classes, one through.

It was only this week that the committee finally got down to debating the first of the 73 amendments tabled on the Bill.

Proposed by Mr Andrew Bennett, Labour MP for Stockport North, the first amendment would deal with the first 14 of the first section of the Bill. The Government wants to rename the managers of primary schools as governors and change the phrase "instrument of management" to "instrument of government". All revolutionary stuff. And no different from what Mrs Shirley Williams wanted to do when she was Labour's Education Secretary.

But Mr Bennett would have none of it. His amendment would delete those 14 lines and replace them with a few fewer which said exactly the same thing. Mr Bennett obviously believes in educational economy.

You would never have guessed so from his impressive performance on the Labour bench. He went on and on for most of the morning about school uniforms. And when he was gently reminded by the chairman that he was supposed to be talking about governors he deftly pointed out that the Education Bill was brought into arguments about school uniforms when parents were too poor to provide their children with them.

Mr Bennett then switched back to attack the minutiae of voting for school trips. Most schools were demanding £1 a week from parents as a contribution to some parents, he said. Quite, quite, Mr Bennett, but what about the parents?

And the profit margins of school clothing suppliers and the suffering children who couldn't afford the extras, said Mr Bennett.

"Swimming lessons," said Mr Bennett, "are a luxury and there will be no further increases."

Continued on page 3

## Monday's children—The TES competition for primary schools

"What I do on Monday—and what I'd like to do on Monday—just about everybody has had a crack at dissecting, criticising and evaluating the primary curriculum in recent years. Everyone that is, except the children. We invite children aged five to 12 to write and tell us about some of the things they do at school, and we offer prizes for the best contributions. We want

to know what children enjoy and what they dislike; what makes sense and what does not; what is useful and what is missing; what could be improved. The prize-winners will, of course, describe what children do, but they should also offer judgments and suggestions. Pictures are welcome, and we will pay 20p for each picture (they must reproduce well in black and white). But pictures will not be

taken into account in deciding the winners. The first prize will be £30, plus £150 for the winner's school fund. There will be 10 runner-up prizes of £25. Entries should not be longer than 3,000 words (they can, of course, be much shorter). They should be legibly written or typed on one side of the paper, and each must carry the name, age, home address and school name, and address of the entrant.

The closing date is February 29. The competition will be judged by the Editor, and his decision will be final. The TES reserves the right to publish any entry. Correspondence will not be returned, and entries will not be acknowledged. Entries should be addressed to the Editor (Primary Competition), The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8LZ.

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(b) With the somewhat fierce hope of preparing a plan for the Knight on Kt.

(c) Planning to break through the centre with P-K4. White should have endeavoured to combat by Q-K2 instead of making the little counter-advance on the 4th with his next move.

(d) A mistake would be to let P-K4, 16. BxK2, 17. KxK2, 18. BxK2, 19. KxK2, 20. BxK2, 21. KxK2, 22. BxK2, 23. KxK2, 24. BxK2, 25. KxK2, 26. BxK2, 27. KxK2, 28. BxK2, 29. KxK2, 30. BxK2, 31. KxK2, 32. BxK2, 33. KxK2, 34. BxK2, 35. KxK2, 36. BxK2, 37. KxK2, 38. BxK2, 39. KxK2, 40. BxK2, 41. KxK2, 42. BxK2, 43. KxK2, 44. BxK2, 45. KxK2, 46. BxK2, 47. KxK2, 48. BxK2, 49. KxK2, 50. BxK2, 51. KxK2, 52. BxK2, 53. KxK2, 54. BxK2, 55. KxK2, 56. BxK2, 57. KxK2, 58. BxK2, 59. KxK2, 60. BxK2, 61. KxK2, 62. BxK2, 63. KxK2, 64. BxK2, 65. KxK2, 66. BxK2, 67. KxK2, 68. BxK2, 69. KxK2, 70. BxK2, 71. KxK2, 72. BxK2, 73. KxK2, 74. BxK2, 75. KxK2, 76. BxK2, 77. KxK2, 78. BxK2, 79. KxK2, 80. BxK2, 81. KxK2, 82. BxK2, 83. KxK2, 84. BxK2, 85. KxK2, 86. BxK2, 87. KxK2, 88. BxK2, 89. KxK2, 90. BxK2, 91. KxK2, 92. BxK2, 93. KxK2, 94. BxK2, 95. KxK2, 96. BxK2, 97. KxK2, 98. BxK2, 99. KxK2, 100. BxK2, 101. KxK2, 102. BxK2, 103. KxK2, 104. BxK2, 105. KxK2, 106. BxK2, 107. KxK2, 108. BxK2, 109. KxK2, 110. 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## NEWS

## Most meal dodgers just don't like the food

by Philip Venning

The main reason a third of Britain's children opt out of school meals is that they cannot stand the food, according to a study by Professor Peter Townsend of Essex University.

The book, based on large-scale surveys carried out in 1969, reveals that on average only 70 per cent of children have school meals (whether they pay or not), and that the most common reason for not having them—mentioned by nearly 40 per cent of all pupils—is the food.

By and large fussiness over food is a luxury—the richer the house, the more likely the child is to prefer a packet of crisps and a canned drink to nutritious school cabbage. In prosperous Greater London, for example, six out of ten pupils who do not have lunch at school are put off by the food.

Even so, a quarter of all pupils whose families live in poverty or near poverty do not have school meals, though most of them would qualify for free meals. Once again the most common reason given by the parent was that the child did not like the food. The proportion giving this reason—only a fifth—was the smallest, however, while the claim that it was cheaper at home came a close second.

Though the figures are 10 years old, they are similar to more recent ones mentioned by Mr Mark Carlisle, the Education Secretary, in the second reading of the Education (No 2) Bill. They also appear to support his assertion that school meals are unpopular. The Townsend evidence shows that it is not only the quality of the food that fails to attract customers: overall 7 per cent of those who miss school meals complain that they do not get enough at school, a proportion that rises to 12 per cent among the poorest households. This reason was given most often in Scotland, least often in the South East.

Throughout the country only 68 per cent of five to eight-year-olds have school meals, a proportion that reaches 79 per cent among 12 to 13-year-olds, falling off to 65 per cent among sixth formers. At each stage one in five of those taking meals did not pay.

The surveys show that the lower middle class and skilled working class seem to be less likely to apply for meals. Indeed, benefits, such as free school meals, are more common in the upper middle classes (a small proportion of whom are eligible for free meals) or the unskilled manual workers. For example, 59 per cent of the unskilled working class in the sample were entitled to free school meals, compared with 57 per cent of those from the "lower supervisory" class, were in poverty and only eight per cent had free school meals.

Professor Townsend also looked at other means-tested benefits in education, such as school uniform grants and educational maintenance allowances for older pupils. In both cases the take-up was low.

He found, for example, that just under two-thirds of all primary and secondary children in 1969 went to schools which had a uniform. But though half of all parents of secondary schoolchildren knew of the existence of these grants, only one per cent received such a grant in the previous year.

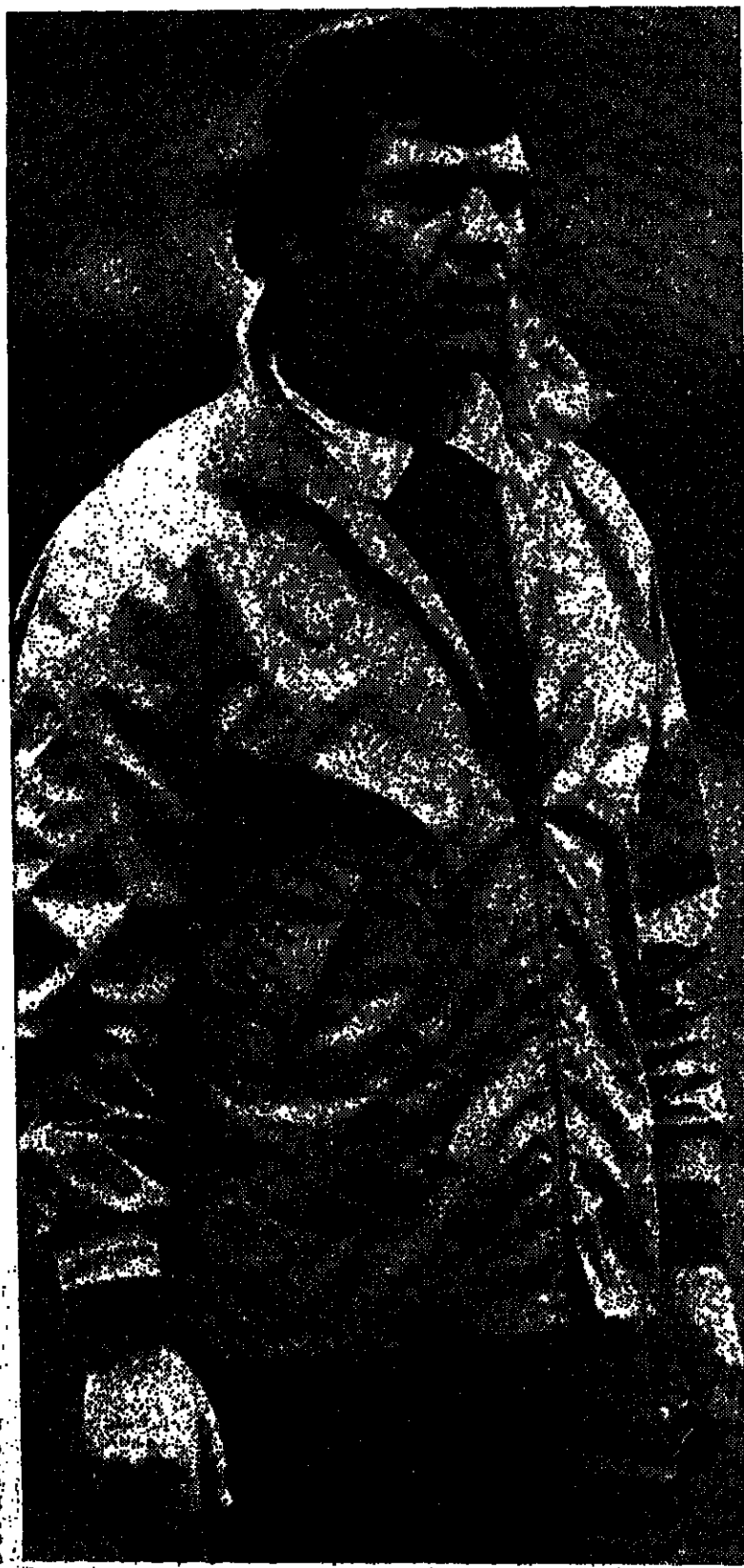
The extent to which parents do take up means-tested benefits depends partly on the school. For example, one school says: "Some schools attach much more importance to the need for a good school meal, occasional expenditure on educational aids, the wearing of school uniforms and the like. I would say, however, that no other school has done as much as we have to ensure that every child has the means to make use of means-tested services."

Coverage in the United Kingdom. Dr Peter Townsend, *Parents' Book*, 1979.

## Lessons from life

Lawrie McMenemy, manager of Southampton FC, contributes the second article in a series by people outside the education world on the changes needed within it

## The gentle art of coaching children



bloody ball. If the team won, he kidded into thinking that he had enjoyed it. But he has not, he has enjoyed the parents winning their or a league. That is no way to produce a love of the game.

I deal with a lot of young people who come to me straight in school. They come in like a lot of them are like putty in your hand. They are totally prepared to follow any instructions, because a teacher is something they have always wanted to be. We tend not to be them too many opportunities to think for themselves. We say a should turn up at that time, a should wear this, eat this, the other, go out certain nights, not other nights.

We are trying to teach the things that any other approach would learn, but because it's too ball, the most important thing to teach is his body, so he has got to have different habits from other teenagers. I would like some to say to the team. We are playing Manchester United next Saturday, see you there 2 o'clock. How would it be if half of them would do it?

I think we often underestimate young people. We want to be doing this. Sometimes you can be a bit of a fool on footballers and be them anywhere in the world, as long as there is a pack of cards.

I think it is the wrong kind of pressure to put on children—and it is the same with football. Children are being introduced to competition too early.

pool and bear, that is it. This is fixed up a trip to the pyramid.

We were in the oldest one, this guide and he starts with the mummies, about 2500 BC, and so on. Suddenly a voice from behind pipes up, and says "Oh yes, and they used to put the innards out, put them in a bag and put them in the stomach of a look around, and it was one of the young players. That is the longest speech he had made in three years. I saw him in different bits, then he knew more about this than the guide. Instead of scolding him, I said: "That's tremendous, there anything else you can tell me? Can anybody else tell me anything more?"

It turned out to be a lovely discussion: they all knew a lot more than anybody would ever give them credit for. Something like an intellectual exercise, but most unlikely to affect what happens in the real world. To me it was the lack of the TES which caused most concern, especially at the time of the General Election, in which I lost my Parliamentary seat in common with most Labour educationists from Shirley Williams downwards.

One lady told me that she could not vote Labour, because her husband was a teacher. I think she must have meant that he preferred the prospect of compulsory redundancy to the familiar but boring arguments about the proper level of teachers' pay.

Since then we have seen proposals for massive reductions in education spending. It is unlikely to be as heavily concentrated on meals, milk, and transport as the Government hopes or pretends. We have, too, a bill which purports to make the life easier for those who are making a more difficult and to increase parental choice while further restricting it.

I hope to return to these themes. But to maintain continuity, education has changed while TES has been off the streets. I write this week about a traditional subject—discipline in schools.

I take my text from the educational gospel according to Dr Rhodes Boyson (who else?). The Junior Minister responsible for higher education recently slipped his strait-jacket and was caught uttering once

Lawrie McMenemy's book *The Diary of a Season* was published earlier this month by Arthur Barker (£5.25).

## Oxford cuts 'overstep' government aim

Oxfordshire has gone beyond the Government's intentions in cutting all nursery education, according to the Department of Education and Science.

In a reply to protest letters from local people to Mr Mark Carlisle, the Education Secretary, the DES says: "While nursery education has had to take some share of the restraint that is now proving necessary, it was not the Government's intention that the result should be wholesale closures as envisaged in Oxfordshire."

The Government hoped instead that there would be some expansion of nursery provision.

At a seminar on the cuts in Oxford this week, Mrs Janet Todd, a leading Conservative councillor, accused some of her Tory colleagues on the council of blind ignorance on the subject of nursery education. "They do not know what the closure will mean," she said. She declared that she had been taken without any research into their implication by uninformed councillors.

"It is pathetic to clobber poor little nursery schools when nothing is done against the closures in extravagance in higher education," she said.

In Oxfordshire, the ruling Conservatives have been split on the

## Warnock warns on cuts

by Diane Spencer

Oxfordshire County Council is considering closing what Mrs Mary Warnock regards as a model special school for the severely mentally handicapped in an attempt to save £15,000 from its education budget.

John Watson School, Wheatley, which currently has 34 out of a possible 40 severely retarded pupils, aged between two and 16, is likely to be closed in July. Most of the children will be transferred to Mabel Prichard School, Littlemore, which has some spare capacity.

Mrs Warnock, who chaired the Government committee on the education of handicapped children, which reported last year, says it is monstrous to close the school.

"It is a school where everything about educating the severely mentally handicapped is actually going on. It has enormous loyalty from

## Bromley wants the brightest

by Sarah Segre

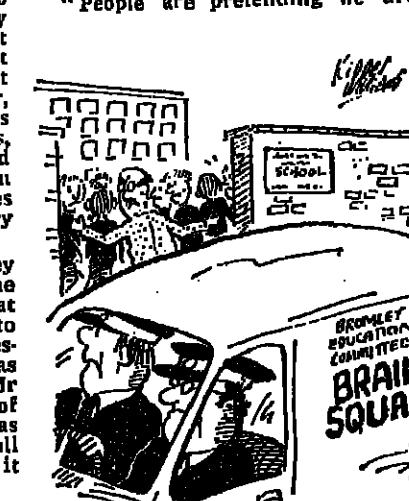
Super-selective schools that would cream off the brightest pupils now in the top-stream grammar schools are being considered by the education committee of the London borough of Bromley.

Four possible ways to turn existing grammar schools into super-selectives by admitting only the top two ability bands against the top three bands as at present have been proposed in a report by the chief education officer, Mr Geoffrey Ellery. The proposals have been opposed by headteachers, teachers, governors, managers and parents who fear whichever plan is adopted existing comprehensives could be downgraded to secondary moderns.

It was only after Bromley Teachers' Association invoked the collective disputes procedure that the education chairman agreed to discuss the plans with the profession. The disputes procedure has now been withdrawn although Mr Ray Woollett, general secretary of Bromley Teachers' Association, has warned that unless they have "full and meaningful consultations" it will be reinvoked.

Mrs Joan Bryant, education com-

mittee chairman, said: "How do people know that we are not responding to consultation? We have listened at both of the heads meetings. The only orchestrated response we have had has been from the teachers. This is not consultation with individuals. They held a previous meeting in order to determine how they would reply. 'People are pretending we are



the extremists when they are the extremists. We are not really proposing anything really drastic. The whole thing has been blown up and made an emotive issue. We are really asking people how they feel about retaining some selective schools in the borough."

Mrs Bryant hopes the education committee will approve a plan in December with the changes being implemented in September 1980. The authority is looking at four alternative proposals. One would be to keep all five selective schools, leaving a surplus of 75 pupils in the A and B categories in 1986 to be allocated to the remaining secondary schools. These are either comprehensive or in the process of reorganization. The other alternatives are to keep four, three or two selective schools, in which case there would be more of the brightest children. The headteachers feel that any measure which takes away top ability pupils is going to make education worse for the rest. Even if the education committee opts for two selective schools, there would only be a sprinkling of A-ability pupils for the comprehensives. Should three schools remain selective then there would be none.

## Kingston agrees its secondary plan

Kingston-upon-Thames Council voted on Tuesday night to go ahead with their controversial plan to reorganize secondary education in the royal borough.

This will reduce the present percentage of Kingston pupils selected for the borough's two grammar schools, Tiffin boys and Tiffin girls. Instead, brighter children from outside the area will be admitted to take up places made vacant by falling rolls.

While acknowledging that this could be regarded as a device for maintaining academic standards in two prestige schools, supporters of the scheme claim that it will also safeguard the status of the borough's secondary modern schools as they are affected by a declining school population.

Conservative controlled Kingston is the only authority in the country still retaining a wholly selective system.

Mr John Post, the spokesman for an action committee formed to oppose the plan, said that despite falling rolls the two schools still intended to keep up a one and a half form entry each year of fee-paying pupils although entry fees would be charged. The current system would take up places made vacant by falling rolls.

Under the new system a child in one of our primary schools will have only a one in 20 chance of getting to the grammar school," he said. Improvement to the Tiffin schools will cost an estimated £720,000, while £21,000 would be spent on uniting two other schools into a six form entry school. Mr Post said, "The council's spending plans are disproportionately weighted towards grammar schools at a time of financial stringency."

In a memorandum to the education committee, Mr Robert McCloy, Kingston's director of education, said that the percentage of borough pupils selected for grammar schools in its present 15 per cent to seven and a half per cent.

But he told the TES that no decision has yet been made as to what the percentage should be. He said there had been ample opportunity over the years for the community to offer comment. The current proposals have been drafted "very much with the views of the public in mind."

## Personal column

Gerry Fowler

## Disciplined arguments

more on his favourite subject. He said: "Parents have a right to opt for a non-caring or caring school but the attempt of pressure groups at the present time to prohibit caning in all schools would, if successful, be a disaster for British education."

In what is his latest imagined to consider? It could be that Dr Boyson and his ilk believe that where no cane, no paddy-bat, and no worse British schools would fall to turn out products with the skills, the initiative and determination needed to build a successful modern society. I shall restrain myself before being carried away into an examination of the connection between physical pain and the development of true grit. For we are the only Western European country to permit corporal punishment in schools, we are the least successful by almost any economic indicator, and we live in a more affluent, more materialistic society.

Perhaps, however, the disaster will be narrowly confined to "British education". Were it not for regular or occasional beatings we should not be able to do as well as we do, using the traditional technique of filling these empty vessels with our own pure distillation of truth. Sadly, however, in a society must produce positive evidence for their case: it is high time that they did so.

I take my text from the educational gospel according to Dr Rhodes Boyson (who else?). The Junior Minister responsible for higher education recently slipped his strait-jacket and was caught uttering once

## 'Sex book' teacher loses dismissal fight

A Cambridgeshire teacher who claimed that he had been pilloried over a sex book he produced for pupils has lost his fight against dismissal.

Mr Nigel Everdell, a former rural studies teacher at Allwyn School in Ramsey, a comprehensive for pupils aged from 11 to 14, was fired after refusing to obey his headmaster's instructions over supervision of pupils.

On Tuesday his seeking was upheld when a Cambridge Industrial Tribunal unanimously rejected Mr Everdell's claim of unfair dismissal. Earlier in the three-day hearing, Mr Everdell had been claiming that Mr Everdell had let pupils sniff ammonia, knowingly disobeyed safety rules and burning alcohol had been part of the instructions in school textbooks.

Miss Caroline Eades, for Cambridgeshire County Council, said that staff were expected to supervise pupils and there had been cases of Mr Everdell allowing his pupils to sniff ammonia, deal with pitchforks and be rude to golfers. The authority was said to have given Mr Everdell every chance to air his views and had even offered him the opportunity to return to the school, but he had refused it. He had been suspended on full pay until his dismissal in June 1978, refusing to obey his headmaster's reasonable instructions.

The tribunal chairman said that Mr Everdell had been given a normal instruction which he had not obeyed although it was capable of performance. He said that the panel had some sympathy for Mr Everdell. He was aware that he was wrong but that he had become a little paranoid over them.

hearing, Mr Everdell outlined his case and asked whether he thought it possible to teach rural studies to mixed ability classes and obey the rule that all pupils be kept within eight and sound. Pedley said in reply that it was not adding that such a request would be wholly unreasonable and impossible to fulfill.

Mr Everdell claimed that he had been pilloried over his sex book, which was, he said, a complete and utter copy of a school library book called *Love, Sex and Babies*. Every objection that has been made about my book can equally be made about this book," said Mr Everdell. He said that he had never had let pupils sniff ammonia, knowingly disobeyed safety rules and burning alcohol had been part of the instructions in school textbooks.

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## NEWS

Scientists are now able to evaluate children's brainwaves, and believe they can improve them

## How machines can 'test' intelligence: and drugs boost it

by Philip Venning

Parents in the twenty-first century may be able to alter the intelligence level of their children.

This could be the long-term outcome of the work of Dr Elaine Hendrickson of the London University Institute of Psychiatry, who believes that it will be possible to raise the intelligence levels of subnormal children by biochemical methods.

Dr Hendrickson, an American working under Professor Hans Eysenck, is "positive" that the main difference between intelligent and less intelligent brains can be explained chemically. "I suspect it may be some very simple chemical thing such as the shortage of sodium."

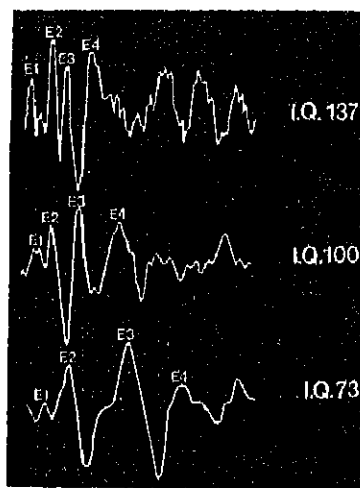
She is confident that a team at the institute will identify this chemical factor, though she admits that it is pure speculation that it will be feasible to affect the biochemistry of the brain. Even so, she is convinced it is not science fiction. "We will never make someone with an IQ of 120 into someone with an IQ of 140. But we will make a 50 into an 80."

Dr Hendrickson and the institute team will solve one of history's most elusive and controversial scientific problems if they succeed in proving that a chemical deficiency explains why one person is more intelligent than another. The scientific, social and moral implications are enormous.

Dr Hendrickson derives her belief in a chemical solution partly from her study of the electro-physiology of the brain. In this study she has developed a method of measuring IQ by looking directly at children's brain waves. Among the advantages of this method is that it is culture free, and requires no active response or cooperation from the child.

Dr Hendrickson started research into the brain by asking: How does a highly intelligent brain differ from a subnormal one? There was no apparent difference between brain size, weight, or brain-body ratio. Some brilliant men were noted for having small brains. Modern electron microscopy, capable of huge magnification, showed no anatomical difference between intelligent and less intelligent brains.

This suggested that the difference



The more extensive brain waves associated with high IQ (top) compared with those for middle and low IQ.

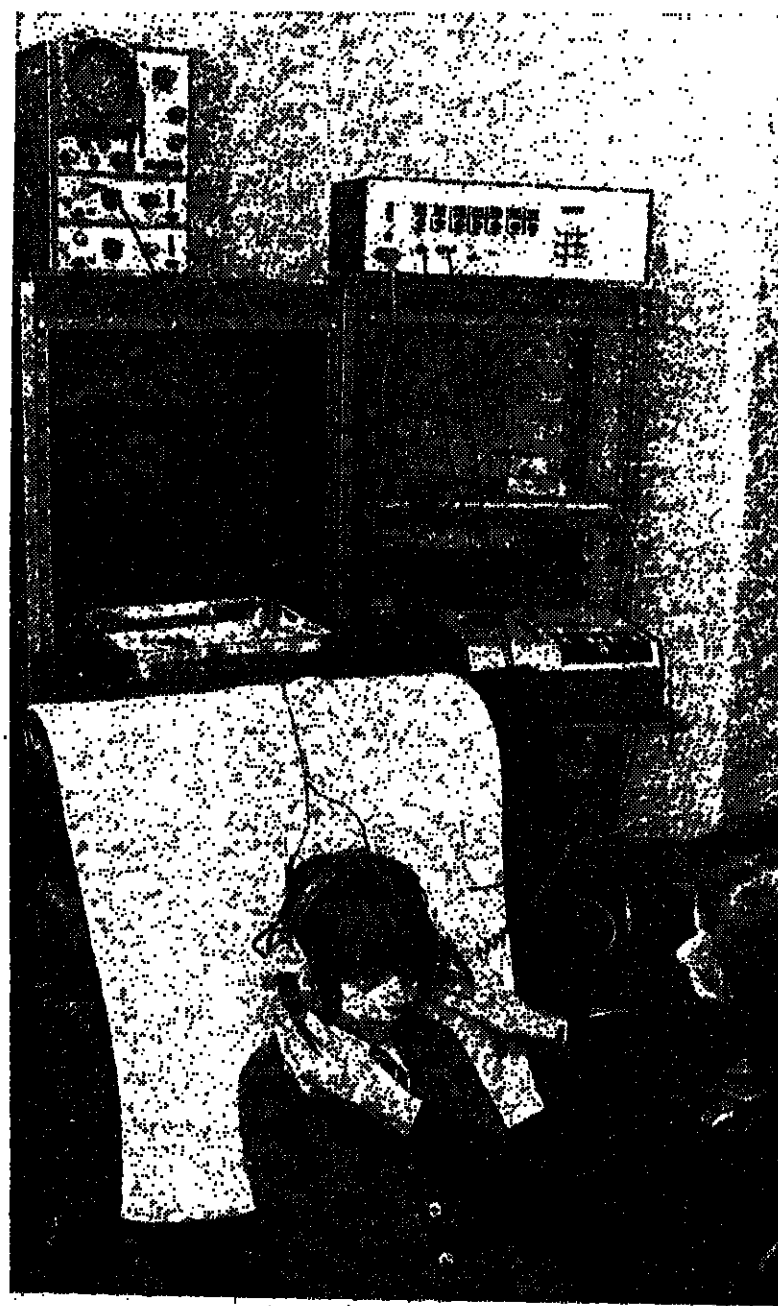
was in the way the brain functioned. And 10 years ago Dr Hendrickson began by looking at the speed with which different brains reacted. She says she found no relationship between speed and intelligence, though subsequent work by Professor Arthur Jensen in the United States has found a link.

One reason for her failure, she thought, was that the subject's reactions were confused by other factors, such as their degree of co-operation and the need to move parts of their body. The answer seemed to be that adopted by Mr John Sed of the Centre for Cybernetic Studies in Ottawa, which was to apply electrodes straight to the subject's head.

But a more sensitive measure than the speed of brain response was needed. So Dr Hendrickson's team devised the "string measure" as a way of calculating overall brain activity. Roughly, the EEG trace of an intelligent brain shows many more changes of direction than the "smoother, more languid" trace of a less intelligent brain, responding to the same stimuli.

In good primary school tradition a piece of string (in the case imagined) placed along the two traces shows the intelligent one to be much longer.

In 1977 the Social Science Re-



Electrodes are attached to the head, sound is piped in through the headphones, lights flashed, intelligence tested.

search Council gave Professor Eysenck a three-year grant to develop this "string measure" and in about a week's time Dr Hendrickson will complete an extensive series of tests, involving 300 children.

Most of the children were aged 14 to 16, and came from one school in Surrey. This meant that the sample was largely a homogeneous group of white, middle class children. But in order to ensure that she was testing the full intelligence range, she had to include some severely sub-normal children from a special school, as well as some highly intelligent adults from the

high-IQ club, Mensa. The result was a sample as near as possible to a normal distribution of intelligence.

In each case the child sat in a comfortable chair and a pair of electrodes was attached to his or her head. The child then watched a series of flashing lights and heard a series of tones through headphones. The EEG fed the brain's reactions into a computer, which averaged the result, eliminating the background effect of the brain's normal electrical activity. This gave the "string measure" of the child's IQ, which was then compared with the results achieved by the child

In two standard IQ tests—the Weiser and the Stanford-Binet tests. Though the full results will be finally worked out until early next year, the results are of a good, and the normal IQ tests. By the electrodes it appears to be able to get a strong indication of a child's IQ without any need for verbal skills or cooperation on the child's part.

By way of confirmation, Hendrickson repeated the test on a smaller group of the same children one year later and found results had not changed.

A more detailed analysis of figures should show whether correlation varies over the intelligence range, and should also allow results from each hemisphere of the brain to be compared with corresponding results for verbal and performance IQ from the Weiser test.

Though the children were seemed quite happy with the electrodes attached to their head, school needed some padding. Partly for this reason, Dr Hendrickson doubts that this method, based widely as a routine test.

Another disadvantage is that equipment is clumsy, expensive, and needs a lot of computer time. But microprocessor technology should be possible to produce cheaper, smaller, and less intimidating device, about the size of a crash helmet which would light on to the child's head.

The value of perfecting this technique, Dr Hendrickson believes is as an aid to the handicapped, particularly the deaf, who are classified often because they are trouble with conventional IQ tests.

Dr Hendrickson is to continue use the technique in a huge study almost all the twins in Rome, scored, slightly improbably, by the Vatican. But her findings are being her attention elsewhere: from the electro-physiology of the brain and towards its chemistry.

Differences in intelligence, she believes, cannot be explained by the idea that one brain is more "efficient" than another. "There is reason to think that one brain is better than another. If it fires, fires." She feels that the differences in the "integrity of response" which in turn depends on different chemical composition. It could be something as simple as the amount of salt, though clearly the answer not going to be to feed everyone a salty food.

The immediate plan of the institute team is to look at the biochemistry of dementia, by comparing demented brains with normal brains. "We are looking for something specific and know exactly what to look for if they're right, the next will be to find a way to make up chemical deficiency."

## NEWS

## 'Disregard' for handicapped criticized

by Diane Spencer

Mrs Mary Warnock, author of the report on special education, is bitterly disappointed at the Government's "calous disregard" for handicapped children.

She claims Mr Mark Carlisle, the Education Secretary, is displaying a "deep lack of interest" in the findings of her committee. It was set up in 1974 by Mrs Margaret Thatcher, then Secretary of State for Education, to inquire into educational provision for handicapped children.

It is now 18 months since the committee published its report. The Department of Education and Science immediately called on all interested bodies to give their reactions to the report. This process ended last February. Since then nothing has happened.

Mrs Warnock had high hopes of the new Government, especially as it was Mrs Thatcher who set up the committee. She saw Mr Carlisle in September with Lady Young, the Minister of State, and Miss Sheila Brynne, chief inspector at the DES. She said she explained to the Minister that there were a number of good, cheap things he could do to implement some of the recommendations of the report which would make the Conservatives look a little less harsh.

"All I asked of Carlisle was to express his interest and support—not to spend money. He has so far, failed to do even that," she said.

Mrs Warnock was again disappointed when the subject was not debated at the Conservatives' annual party conference in Blackpool. She feels that another opportunity was missed when the report was not featured in the recently published Education Bill.

## Enthusiasm wanes for exams merger

by Bob Doe

The merger of O level and CSE into one examination is envisaged by the Government, but is increasingly unlikely. Even bodies like the Schools Council, which put up the original plan, seem to have gone cool on it.

Lady Young, the junior Education Minister, has been consulting various interested parties on the proposals of the independent Waddell committee that recommended the new examination. The Conservatives have no love for it and attach a great deal of importance to the continuation of O levels.

University representatives taking part in the latest round of consultations were cheered no doubt to hear of the Government's determination to preserve the links between O level, A level and degree. But that same determination has led to some fears that any common system introduced by the Tories will be so dominated by the GCE boards, and the academic methods of teaching and assessment that go with O levels, as to make a common system worse for comprehensives than the present separate systems.

The CSE boards are still hoping for the Waddell plan. Mr John Mansel, secretary of the Schools Council, told the annual meeting of the CSE Boards that a common system dominated by the O level boards would be a "prison" for schools for the next 20 years.

The thinking behind this is that the changed circumstances of the 1980s call for a complete reappraisal of the functions of exams at the end of compulsory schooling. The consensus, such as it is, on the common 16 plus is 10 years too late.

With fewer young people likely to go directly into jobs from school in the future a massive expansion of further education and training for

16 to 19 year olds is envisaged.

This, it is argued, will mean that a terminal 16-plus qualification is no longer required. Instead, what would be needed were much more sensitive, diagnostic assessments to help in guiding young people to the next stage in their education or training. The assessments would help more than just the ablest 60 per cent for whom the new exam is designed.

They might include mastery tests of specific skills, perhaps in the form of profiles of character and abilities. Government proposals for a common "framework" for the curriculum up to the age of 16 could have an effect on assessment too. The common curriculum for 16 to 19 year olds in the Mansel report on pre-employment courses (page 11) is expressed in terms of specific objectives and requires assessment of these in the form of profiles of skills achieved and situations experienced.

But the 16 plus issue will not just disappear overnight, even if it is destined to die a natural death one day. Something like O level is likely to remain for academic selection and the public appetite for such qualifications is not going to suddenly melt away either.

No decision on the 16 plus is likely for some time yet—and it is unlikely that beyond their commitment to O level the Government has really worked out what it wants to do. When it comes, the decision is likely to be linked with several others; the Certificate of Extended Education and the recommendations of the Keolme report, and the new intermediate examination equivalent to half an A level to broaden the sixth-form curriculum.

There are three main alternatives for the 16 plus. Do nothing, accept the Waddell proposals or scrap the CSE boards and hand the whole



Lady Young

thing over to the GCE boards.

The last of these might be feasible and would result in 14 fewer quangos at a stroke. It would be bitterly resisted by teachers and, more significantly perhaps, by local education authorities. The I.E.A.s are the ones who pay for exams and they are likely to want more public accountability for any new system than they get from the GCE boards at present.

What is most likely at this stage is a solution that combines elements of all three. The Government will do nothing quickly, moving gradually towards some of the Waddell proposals, but ensuring the GCE boards have a large influence.

"Evolution" is the word Lady Young uses in the consultations, though whether this is an allusion to the speed of change or the survival of the fittest is not clear. Certainly what it is thought to mean is that the Waddell arrangements for formally amalgamating CSE and GCE boards into four or five "territories" as a first step are now only a very remote possibility. It is being made fairly clear that

what is not on is what some are calling the "big bang theory"—the idea that GCE and CSE boards will lose their identity and new examining authorities will emerge from the ashes to create new syllabuses and exams.

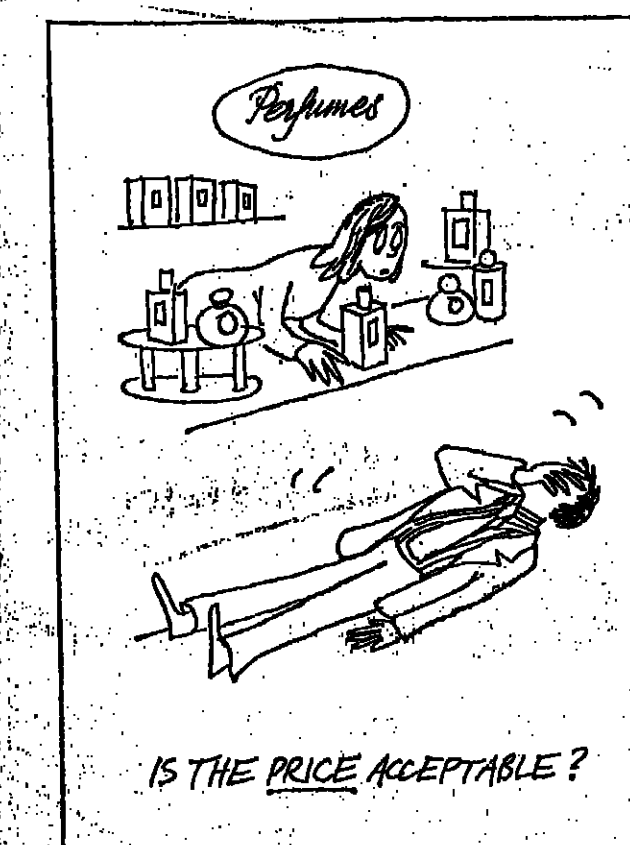
One reason this is not possible is that the GCE boards have other functions to perform—A level and overseas exams. But more important is that an upheaval in examining on this scale would be so costly in time and effort to everyone concerned, including schools, that it would leave little energy in the system for any other sort of reform.

The evolutionary approach harks back to the counter proposals for a 16 plus put forward by the Cambridge Examinations Syndicate. In 1976 when the Schools Council made their proposals, the GCE board suggested instead a system of collaboration between the existing GCE and CSE boards.

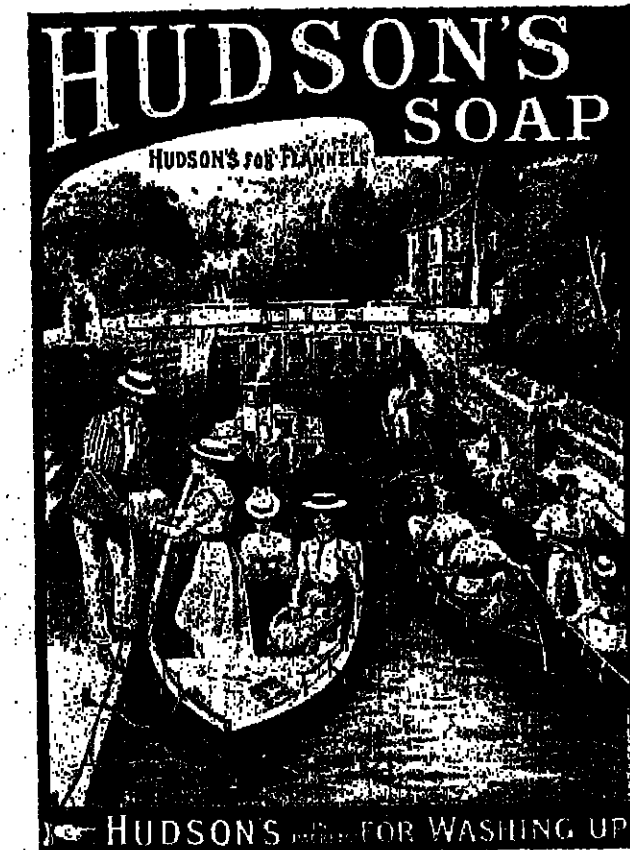
They proposed that GCE and CSE exams should be awarded on the basis of joint syllabuses with a common grading system and coordinated administration. The board argued this would be the cheapest, easiest and fairest way forward in the short term and the resulting collaboration between boards could lead to a long-term solution.

They might have added, too, that such collaboration could well lead to the sort of merging that many see as necessary just to make boards more economically viable, especially as the effects of the lower birthrate of recent years is felt in examination entries. One such merger has already taken place between the Metropolitan and Middlesex CSE boards, and government action might be necessary to make mergers between the independent GCE boards and the statutory CSE boards possible.

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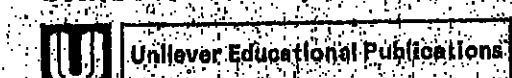


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## Complaints may force out contraception lessons

An exam board has dropped O level questions on contraception for the time being after complaints from a teacher and critics from junior Education Minister Baroness Young of a question in one of their exams last summer.

Mr Harry Fletcher, a lecturer at Trowbridge Technical College, complained to the board about a question on their biology paper in June. Candidates were asked to choose the most effective form of contraception from a table of performance figures.

Mr Fletcher, who is against the teaching of "contraception" to 16-year-olds, complained the question could cause needless offence. As it was a question not apparently about students' knowledge of contraception but about their ability to draw conclusions from data, the subject matter of the table could just as easily have been something less controversial, he said. Mr Fletcher argued, less effectively,

The board apologized to Mr Fletcher for any offence they may have caused him, but pointed out that chemical and physical methods

of contraception were part of the syllabus of their exam.

Meanwhile, Mr Fletcher had found a sympathizer in the person of Lady Young. The lecturer had also complained about the question to his MP, Mr Dennis Walters, who passed on the complaint to the Minister. She wrote back to the MP pointing out that the GCE boards were autonomous and that this was a matter for them. But she expressed her personal view that the question, showed a "disregard" for children's religious and moral welfare.

The AEB have asked all their committees with an interest in this subject to review their policies on questions about contraception and one subject committee at least, no questions on contraception this year pending clarification of the board's policy.

Mr John Day, the board's assistant secretary, wrote in a confidential statement to the Education Committee of the House of Commons, "The view of the attitude clearly being adopted by the Department of Education and

Bob Doe reports

Science I decided that the board should not give the impression of seeking further confrontation with the DES and should not, therefore, set another question on the same topic within the space of a few months.

A member of staff from the DES had confirmed that Baroness Young regretted that the board had seen fit to ask a question on contraception. The board recognized that this is a sensitive issue. It wants its exams to reflect the curriculum fully but from a purely commercial point of view, it has to bear in mind whether the exams will be acceptable in any Catholic schools, or any others, where there were widespread public reaction.

Its official position on sex education is that it is guided by the advice in the Department of Education and Science 1977 booklet, *Sex Education in Schools*.

Of contraception, however, that is rather ambiguous. It says: "Contraception is likely to be heard

of by quite young children. Although the methods are very easily understood in general terms, once the outlines of the reproductive process have been grasped it is important to discuss with pupils the morality and purposes of contraception, including the important factor of the growth of regard for the quality of life and of responsibility for others. Saying 'no'—probably by far the most widely used method of avoiding unwanted pregnancy by young people—is also by far the most certain."

A knowledge of contraceptive methods, whether by creating physical and chemical barriers, or by interfering with the monthly cycle, or by choosing times in the cycle when fertilisation is least probable does not of itself assure their use.

This is taken by some to mean that a knowledge of the physical and chemical principles of contraception should be taught. But a final sentence in the paragraph says:

"The most effective way of dealing with the techniques of contraception is to make certain that all boys and girls understand and have confidence in the professional services available to them as they grow up. This distinction between the scientific basis of contraception and

the actual techniques was drawn by Mr Stan Eversley, the acting chairman of the AEB's Biology Committee. He said first was appropriate to a biology exam whereas details about actual techniques of contraception were not. Neither were details of the ethical, moral or social aspects of sex appropriate to biology, though they might be to other subjects.

Clearly there are wide areas of disagreement in all this. But the argument about contraception should be discussed in all its aspects but examined, whereas others say it is examined it will not be treated thoroughly.

A suggestion that the AEB should head teachers for their view on the danger of sex education in schools could elevate the issue to all proportion. If contraception is isolated from the rest of the biology and that some heads just play safe and drop the subject, then the Department of Education and Science will be disappointed. The Health Education Council believes contraception should be taught in schools.







## School to work

New official forecasts of a big rise in youth unemployment face the Government with the need for its first public spending U-turn since the White Paper. Manpower Services Commission officials want the cut of £24m in next year's Youth Opportunities Programme restored—so that they can prepare for a doubling of school-leaver unemployment. Reports by Mark Jackson.

## Bigger YOP for new wave of jobless leavers

A plan to expand the Youth Opportunities Programme so that it can handle more than a quarter of a million young jobless next year will be put before the Manpower Services Commission next week.

The plan has been hurriedly drawn up by the commission's officials as a result of new estimates by their economists of the growth of youth unemployment during the next 18 months and beyond.

The MSC economists believe that: the start of 1981 will be more than 170,000—nearly twice as much as last January.

● Unemployment among the under 19s as a whole will rise from 254,000 to 418,000 over the same period.

● The number of under 18s unemployed for more than six weeks will more than double.

The January quarter is the time of the year when youth employment is normally at its lowest. The economists say that in April 1981 there may be more than 210,000 jobless school leavers to cope with—twice the estimated 1980 figure.

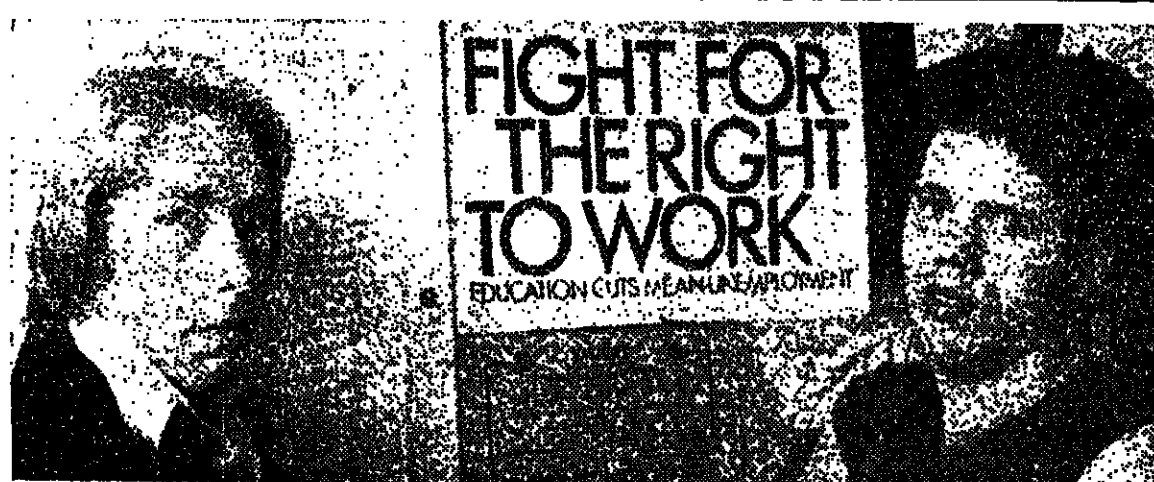
By January 1982, they will be, according to the forecast, a further rise in school leaver unemployment to 214,000—an increase of nearly 133 per cent over last January, and a total of 478,000 unemployed among the under 18s, 423,000 of whom will have been out of work more than six weeks.

The MSC economists, who have won a reputation for realistic manpower forecasting, base their estimates on the projections for total unemployment made by the London Business School. All the figures are on a "policy off" basis: that is, they represent the total numbers without a job, and make no allowance for the temporary registers as a result of Government measures, such as the Youth Opportunities Programme.

The recommendations for the expansion of the Youth Opportunities Programme form part of an overall review of it for the MSC's special programmes board. They are contained in a summary for the commission, if it approves, to present to the Government.

The main review is not intended for discussion by the commissioners or to be put to ministers. In it, the MSC officials say it is undeniable that the undertakings to school leavers and to the long-term unemployed should not be retained. The need to account for every unemployed school leaver and long-term unemployed young person in the country gives the programme a clear local and national objectives, and a sense of urgency in dealing with the most intractable cases which would be inevitably be worse replaced by anything more vague, they claim.

In 1980-81, the undertaking to the long-term unemployed will be operated continuously throughout the year, so that young people will be offered places soon after they have been released from unemployment. The experience will be needed if the programme has to deal with much larger numbers of long-term unemployed in



Their future job prospects are twice as grim

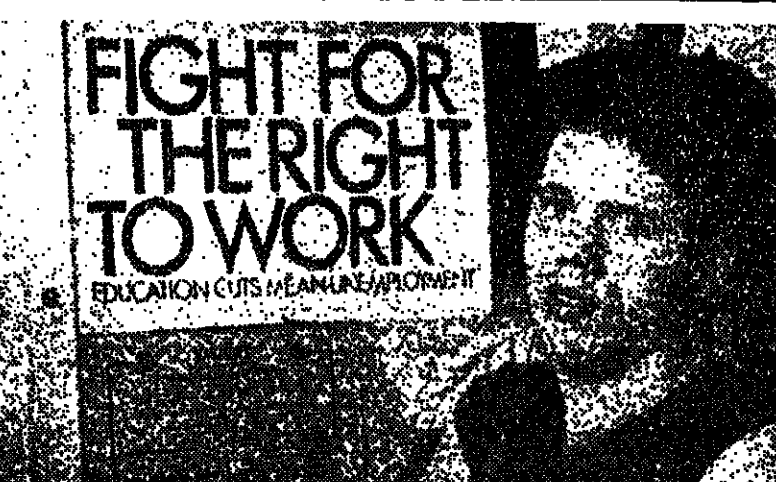
The figures made public by the Department of Employment each month, do not show these full totals: they refer only to those who are on the register at the time, and therefore, cover only those who are still technically leavers—that is, have not been employed at all since leaving school.

Until now, people outside the Government agencies have had to guess at the real number of jobless young people. Last January's DE figure for unemployment, for example, was 47,500, whereas the real "policy off" total was 92,000 leavers and 162,000 others under 19. And although the DE November unemployment figures, released last week, put leaver unemployment at (49,700) the MSC estimates that the "policy off" total next January will be 95,000 leavers, with a further 195,000 other jobless under 19. In their report to the commissioners—which was shown to the

MSC estimates of future youth unemployment  
First quarter (or January) figures—thousands

|                                              | Actual 1979 | 1980  | Projection 1981 | 1982  | 1981: increase over 1981 over 1980 | 1982: increase over 1981 over 1980 |
|----------------------------------------------|-------------|-------|-----------------|-------|------------------------------------|------------------------------------|
| Total unemployed (excluding school-leavers)  | 1,336       | 1,467 | 1,820           | 1,908 | 24                                 | 30                                 |
| School-leavers                               | 92          | 95    | 172             | 214   | 81                                 | 125                                |
| Other young people aged under 18             | 84          | 104   | 134             | 143   | 29                                 | 37                                 |
| 16 year olds                                 | 78          | 89    | 112             | 121   | 26                                 | 36                                 |
| All unemployed aged under 19                 | 254         | 288   | 418             | 478   | 45                                 | 66                                 |
| YOPs aged under 18, unemployed 6 weeks +     | 126         | 168   | 276             | 330   | 64                                 | 96                                 |
| YOPs aged 18 unemployed 6 weeks +            | 55          | 65    | 86              | 93    | 32                                 | 43                                 |
| All YOPs aged under 19, unemployed 6 weeks + | 181         | 233   | 362             | 423   | 55                                 | 81                                 |

All figures (current and forecast), except those for total unemployment, are "policy off". That is, they aim to show what unemployment would be without the Government's special measures, including YOP.



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## MSC fights on for extra staff

Some 120 extra staff will be required by the MSC to run the expanded programme, some of it in the Employment Service Division, which helps place people.

The commissioners are told a heavier burden will also fall on the careers service "whose aim is the responsibility of localities and the Department of Employment."

However, the main section of the MSC review points out that the careers service may in any case affect its ability to place people.

In fact, 30 of the country's authorities are currently in negotiations with the MSC for appointments, according to a letter from Careers Officers, some are cutting their staffs. The total number of post careers officers which are known to be frozen is 65.

It is possible that the Department of Employment may decide to create the number of special employment officers, which are now employed by the MSC, as a permanent staff. Local authorities are believed to be making a substantial profit on the appointment of these officers, but the MSC claims that the £7,000 grant per officer is substantially below the cost in most cases. However, there is widespread fears in the service of the existence of the directly employed staff may be used by some councils to cut back on their own employment and that any further funding will go the same way.

## Handicapped in places tussle

Special courses to help the handicapped young jobs are in danger of being cut back because of a revival of a 30-year-old dispute about who should be responsible for them.

Soon after the last war the Minister of Education agreed with the Minister of Labour that training and education of the handicapped should be the responsibility of the education service.

As a result, the Manpower Services Commission refused to fund special courses for physically handicapped or educationally handicapped young people in its normal programmes for the young unemployed. Some authorities have work preparation courses for young people at their own cost, and in one college got its own funds to help raise funds for equipment.

The Youth Opportunities Programme as planned made no provision for the handicapped, but John Golding, the junior minister responsible for the young unemployed in the Government, told the MSC that it must support courses and projects for the handicapped.

But since the change in government there is no longer ministerial pressure on the commission. This year's cut in the MSC budget appears to have led to a long-term decline in its support for the handicapped.

Mr David Rock, principal officer for Selwyn, said this week that the special programmes for the handicapped were "not confined to an individual employer's practices but which would help them in their search for work and the wider demands of working life. However, improving YOP's learning, content was not simply a matter of better access to PE, although it had its place. While PE colleges would remain a major provider there were strong suggestions for using other sources such as employers and youth service organisations.

## NEWS

## Mansell may be the core that Whitehall wants

by Bob Doe

When the Government announced its intention last week to draw up a common "framework" for the curriculum, it already had in its hands one version of such a curriculum.

The report of the Mansell committee, published last month, recommends a common core curriculum, already in the hands of the Education Service, which helps place people.

The report is about the curriculum for a special group of students—16 to 19 year olds on pre-employment courses. But the committee claims it is based on the education for all young people and takes into account the demands of adult and working life.

The committee, set up by the Government's Further Education Curriculum Review and Development Unit (FCRU), says this core should occupy 60 per cent of a one-year course for these unemployed school leavers. The rest of the time would be equally divided between learning about a broad vocational sector and learning a few job-specific skills.

It describes the core curriculum in terms of experiences from which students should have an opportunity to learn and the nature and level of performance they should be expected to achieve.

This approach, the committee claims, would leave teachers enough flexibility to adapt the core to their local needs, while providing sufficient common ground to vet all schemes. It would also allow the full range of different types of learning to be included.

The core should enable young people to develop skills such as practical numeracy, the ability to communicate, to study and learn from colleagues, social and manual skills and environmental and political awareness, the report says.

The core proposed is based on 12 major aims: An informed perspective about the role and status of a young person in society and the world of work. A basis from which the young person can make an informed and political decision about his immediate future.

A continuing development of physical and manipulative skills. An ability to develop relationships with others.

A basis on which the young person acquires moral values. A level of achievement in literacy and numeracy.

Some BEd holders who graduate through an in-service course are more than £500 a year poorer than others simply because of where they live.

That is the difference in the value of an increment for an ordinary compared with an honours degree. Yet some BEd holders, and some students often have no alternative but to follow the course in their local institution which may offer only a BEd Ordinary. In another part of the country near a different institution the third year in-service study leads to a BEd Honours.

The anomaly is referred to by Mr Norman Evans in the current Cambridge Journal of Education, an issue wholly devoted to in-service training. Mr Evans, former principal of Bishop Lonsdale College, Derby, is conducting a two-year research project into the in-service BEd degree.

Simply according to place of living and teaching some teachers have no opportunity of reading for an honours degree. Whether they can work to an honours standard is not the issue. In cash terms it can mean the difference in annual salary between having increments

Competence in a variety of study skills. A capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

Sufficient political and economic literacy to understand the social environment and take part in it. An appreciation of the physical and technological environments, and the relationship between these and the needs of man in general and working life in particular.

A development of the everyday coping skills necessary to promote self-sufficiency in the young people. A flexibility of attitude and willingness to learn to cope with future changes in technology and career.

For each of these aims there are several, sometimes a dozen or more, specific objectives or experiences to be covered. The report also suggests a variety of kind of coursework through which this might be achieved, but emphasizes that these are suggestions and that the curriculum is not a teaching scheme.

To aim to develop satisfactory relationships, for instance, includes the objective that "students should experience directly and vicariously a variety of personal encounters and a range of responses in them." Suggestions include encounters involving the receipt of instructions, being asked for help, being complained to, role play, film and literature.

Material for acquiring moral values might include loyalty, stealing at work, perjury, sexual and racial discrimination, integrity and corruption.

In the literacy and numeracy aim, the objectives are to develop the student's ability to add, subtract, multiply and divide whole numbers, basic fractions and basic decimals; interpret place value and calculate percentages.

The 19 communication objectives include use of the telephone, reading and writing letters, distinguishing fact from opinion, listening, group discussion and note taking.

The committee then suggest that the 127 specific objectives should all be assessed in the form of a profile. Because some would lend themselves to measures of performance better than others, there would be different forms of assessment for different objectives.

The profile could then combine scores of maths tests with more descriptive information about certain situations the student had experienced.

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Self-help in the laboratory

Royal Society Conference on Science Teaching

Bob Doe reports

## Call for 'Cockcroft' on science

An independent inquiry into school science education, like the Government appointed Cockcroft committee on maths teaching, was called for this week by Dr Clifford Butler, the vice-chancellor of Loughborough University.

He said that school science was in "dire difficulties" and needed the same scrutiny that maths was currently receiving. Dr Butler was speaking at a meeting of the Royal Society in London organized to discuss the state of school science teaching.

The meeting came as Government figures revealed that schools are short of 2,000 qualified physics teachers and 4,000 qualified maths teachers. The shortages are five times the number of physics teachers

previously thought necessary and 10 times that for maths teachers. At the same time figures collected by the Royal Society show that the number of physics teachers completing their training fell again this year, by more than 100 to 256, compared to the 746 physicists entering the profession four years ago. The meeting also heard that applications for training as physics teachers are already 40 per cent down on last year.

But the shortages may be even worse than these figures suggest. The teacher shortage figures are those needed to maintain levels of science teaching at their present levels. Figures produced at the meeting by the senior science HMI, Mr J. B. Whinnorah, show that more than two-thirds of all pupils either

do no science at all at present or study only one science subject, usually biology. Mr Whinnorah called this a very serious state of affairs.

If all pupils were to receive a balanced science curriculum equivalent to about one-sixth of the total curriculum, 15 to 20 per cent more science teachers would be needed. That would mean yet an extra 2,000 physics teachers.

A balanced science courses for all may be difficult to achieve in the short term, but that is no reason for not trying to achieve them. In the long term, say in five or six years' time, it is possible that falling rolls and other factors may have resulted in a surplus of physics and chemistry teachers as well as biologists, Mr Whinnorah said.

## Clash over 'courses for all' proposals

There were fierce exchanges at the meeting about proposals from the Association for Science Education under discussion for science courses in comprehensives. These concentrate less on the needs of the minority who would go on to study science at university and more on science for the majority. The balanced science courses suggested by the senior science HMI, Mr J. B. Whinnorah, were also attacked.

Mr Whinnorah said it was now vital for all adults to understand the physical and technological world they lived in as well as their own bodies and biological environment. Courses including physics, chemistry and biology up to the age of 16 were essential. Preventing pupils from dropping the physical sciences would increase the pool from which those going on to advanced study could be drawn.

But Professor R. J. Blin-Stoyle of

Sussex University said that single-subject science courses must be retained for the able. "Science for all" must not be allowed to undermine the preparation of school children for careers as specialist scientists and engineers, he said.

Sir Nevill Mott, the former Cambridge research physicist, said: "All advanced countries, not least those with Communist governments, recognize the need for a scientific elite and for appropriate education to produce it." He said that this was not against the interests of the majority.

A big in-service training programme to enable biologists to teach physics was needed, said Sir Nevill. The Government is believed to be considering such a scheme though no announcement has yet been made.

Professor Paul Black of the Chelsea College Centre for Science

## Eton head elected Cambridge master

Mr Michael McCrum, headmaster of Eton since 1970, has been elected as the new master of Corpus Christi College, Cambridge. He will take up the position in October 1980, succeeding Sir Duncan Wilson, who is retiring at the end of the academic year.

## Global view

A "global perspective" should be taught at all levels in education, says Dame Margaret Miles, vice-president of the Council for Education in World Citizenship. In her short history marking the council's 40th anniversary, "CWC's 40 years and on" was obtained from the CWC, 43, Russell Square, London.

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## NEWS

## Brent team is accused of holding up project

by Sandra Hempel

Brent education authority has been blamed for the slow progress of a £150,000 project for disadvantaged families in the North London borough.

The scheme, known as the Joint Neighbourhood Project, was set up in May under the auspices of the social services department. Mr. Jon Mordecai, housing committee chairman, has accused educationists of being lukewarm about the scheme. "My officers are very disappointed with the lack of commitment that the education department has shown towards this project," he said. "The ideas behind it are excellent but it has taken far too long to get going, largely because the education department has been dragging its feet."

Mr. Mordecai is pressing for a subcommittee to coordinate the work of the project and monitor its progress.

The joint project was first mooted two years ago. It brings together a team of eight education, social services and housing workers under a team leader in each of three problem housing estates in Wembley, Harlesden and South Kilburn.

The team's brief is to collect information on disadvantaged families on the estates and to improve communications between the three local authority departments in dealing with their problems.

Disagreement over the status of the education workers, however, delayed the appointment of the teams. The feeling within the social services department was that EWOs were suitable people to do the job but the NUT and several education committee members insisted that

only qualified teachers would be capable of proper liaison with local schools.

This in turn led to a problem of wage parity as teachers earn more than housing and social workers. Now two out of three education workers have been appointed but some dissatisfaction still exists about the education contribution.

"We have been unable to recruit the senior teachers whom I believe are needed for the job," said Mr. Ron Anderson, member of Brent Education Committee and NUT member. "To attract them we would have had to pay them more than their colleagues on the project and more even than the team leaders. The scheme is making slower progress than its supporters would like because of a falling in the education input."

Another official connected with the project who did not want to be named, however, said much of the difficulty stemmed from the teaching profession's belief that its members were the only people qualified to deal with children.

Chairman of the social services committee, Dr. Maurice Rosen, said he thought too many people wanted instant results. "We must allow the scheme at least six months to get going. We have had some teething troubles but I think that by the end of the year we shall be able to evaluate what has been achieved."

Brent education director, Miss Gwen Rickus, says she does not know of any problem over the project. Money is not currently available for the third education post, which remains unfilled despite recruitment efforts, according to Miss Rickus.



The Einsteinfest shed more light on Einstein's theories; American spacecraft shed more light on the universe.

## Science diary

### John Maddox

#### Onward into history, space, the mind

A week may be a long time in politics but it's a short time in science. So much you can tell by thinking back to last November, and recognizing that many of the issues then current are still unresolved.

The question of whether microprocessors will cause massive unemployment is still with us, for example, even if some people may now worry whether they can afford to borrow the money to buy even a cheap computer with Minimum Lending Rate at 17 per cent. The arguments about the safety of nuclear power have not been much changed by the accident at the Three Mile Island power station in March this year.

Elsewhere, the search for the massive collapsed stars called black holes continues, while enthusiasm and scepticism about the notion that the universe began with a big bang persist in proportions unchanged since November 1978.

So can one read on from here, without looking back to the events of last November? By no means. For there have been some important happenings and there has been a subtle shift in the pattern of interest in many important fields.

The events that stick in my mind are largely concerned with people, two of them long since dead, one of them Einstein. Last spring, the centenary of Einstein's birth was celebrated by scientific symposia at almost every place with which Einstein had some connection—Princeton (New Jersey), New York, Zurich, Berlin and Jerusalem, for example.

With the movement of the same stage army from one site to another the occasions had the appearance of a huge sentimental jamboree. True, Professor Bob Taylor from the University of Massachusetts at Amherst helped to give the occasions a little point, a few weeks in advance by announcing that a double star which he and his colleagues had been observing for five years seemed to be the first proven source of gravitational waves, one means by which, according to Einstein's theory of gravitation, gravitational influences should propagate from one part of the universe to another.

In the event, however, the real basis for a powerful and beneficial influence, it has made the theory of gravitation seem less formidable and more interesting to many physicists, and it has also helped to emphasize both to students and to teachers that Einstein was much more an intuitive physicist than a clever mathematician. The whole occasion served, in other words, to underline the value of the great man's way of thinking.

The other dead hero is James Clerk Maxwell, who died 100 years and three weeks ago. As a physicist and a scientist as Einstein himself, Maxwell's theory of electromagnetism is now recognized to have been not just a powerful piece of physics but also a powerful piece of physics in its own right, providing, for example, a rational explanation of light and other electromagnetic phenomena. The first demonstration of how theoretical physics is to be pro-

cessed: if your equations look unsymmetrical, then modify them in some way and see whether the consequences make sense.

This is why the coincidence of the Maxwell centenary and the award of this year's Nobel Prize for Physics made such a pleasing irony. Professors Abdus Salam (Imperial College), Steven Weinberg and Shelly Glashow (both from Harvard) have in the past 15 years applied Maxwell's way of argument in their theory of how the forces of electromagnetism and those responsible for the interaction of electronic and nuclear matter should be described. It is a splendid illustration of thought leading to discovery as well as a step towards Einstein's old dream of a theory of matter that will explain why matter turns up in the forms we know.

Among other events of the past year, I suppose the accident at Three Mile Island may cast the shadows of doubt. In the United States earlier this year, it seemed quite clear that the reactor that went out of control had been inadequately designed, badly operated and ineffectually supervised by the Nuclear Regulatory Commission, responsible in the United States for nuclear safety. This is the burden of the report of the Kemeny Commission on the subject, published a fortnight ago.

In my opinion, it is hard to understand how such a large bureaucracy can have been so ineffective—unless it is that, that is how all large bureaucracies are. Those who rightly think that nuclear power is essential for the next few decades, and potentially safer than other ways of making electricity, will have their work cut out for them where then in the United States, to establish their case.

The exploration of the universe in the past year seems to have been a veritable extrapolation of what was happening in the field of physics. The splendid American photographs of Jupiter and Saturn were a minor sensation, while the discovery of rings of dust and other debris around Jupiter has made the things of science more intelligible than before, but it remains to be seen whether the data collected by the American spacecraft will, for example, eventually provide an explanation of the Red Spot of Jupiter. Just as the discovery of the first demonstration of how theoretical physics is to be pro-

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## LETTERS

## The forgotten influence

Sir,—May I comment on one or two aspects of the recently published Report on the Circular 14/77 review of the school curriculum? The introductory Commentary, in talking about the various influences which are brought to bear upon the curriculum, makes no mention of the Universities. Yet surely they exert a major influence, and one which the Government is apparently anxious to maintain, judging from its rejection of the N and P proposals, and its very cautious approach to the proposals for a single examination at 16 plus.

Also I was surprised that the Commentary in referring to the "valuable work on the curriculum" which has been done by many agencies, included no mention of the Schools Council, although the Local Authorities make widespread reference to their use of Schools Council publications.

The responses of the L.E.A.s seem to me to show sensitivity and a wide understanding of the issues involved in what the Commentary rightly refers to as "a complex and to its complexities might do worse than read the report of the Schools Council Working Party on the Whole Curriculum, parts of which, I believe, become increasingly relevant and important."

On a more sombre note, it is to be observed that the L.E.A.s frequently recognise that their failure to do as much as they would have liked in various fields often stems from lack of resources, whether for advisory staff, teachers, accommodation or in-service training. While the profession must recognise the need, at a time of severe economic difficulty, to make the best possible use of the resources available, it is devoutly to be hoped that the proposed exercise in trying to define an agreed framework for the curriculum is not going to result in a recommendation that schools should introduce a "cheap line in provision."

DONALD FRITH,  
General Secretary,  
Secondary Heads Association,  
29 Gordon Square,  
London WC1.

## Common core for all

Sir,—Since *The Times Educational Supplement* was last published we seem to have edged a few steps closer towards a common system of examination at sixteen. Logic points to the C.S.E.S.E., but I fear that the needs of a sufficient minority in our comprehensive schools, those who fall below the national 60 per cent, at whom the examinations are theoretically aimed. The flexibility granted by C.S.E. has enabled many of these pupils to follow examination courses with their peers, to have their work assessed and to be graded in public examinations. A unitary system characterized by a rigid and formal common core, with limited opportunities for course work and teacher assessment, and with Mode 3 significantly restricted, will exclude many of our best students who achieve high marks in public examinations. A unitary system characterized by a rigid and formal common core, with limited opportunities for course work and teacher assessment, and with Mode 3 significantly restricted, will exclude many of our best students who achieve high marks in public examinations.

Even Harvard, the prestigious private North American university, charges £2,400 a year, compared with our three-tier minimum of £2,000 for an arts course at university, £3,000 for a science degree and £5,000 for a medical course. Numbers of overseas students could therefore decline sharply, and especially in the polytechnics, which are being recommended to charge more than the universities. The fees at Britain's only private university, Buckingham, will appear quite competitive. They will be £2,500 for a degree course next year, compared with £2,400 for a polytechnic arts course. The only industrialized country that also charges for larger fees for overseas students is Belgium, where additional fees range from £1,000 to £3,500 on top of the £100 tuition fees. Three countries—Denmark, Luxembourg and Sweden—charge nothing at all. The new differential is bound to make many overseas students starting courses in Britain next year look around for better bargains elsewhere. No student need look far for cheaper college courses. Britain and Belgium were not slow

ever, the only countries changing differential rates. Ireland also makes higher charges to students coming from outside its borders, and some Canadian provinces have recently followed suit. Australia is to bring in higher charges for overseas students next year, and New Zealand is considering doing the same. Below are details of fees charged to foreigners by other industrialized countries:

## NEWS

## Finance trap will force many universities to leave undergraduate places empty

by Audrey Segal

Undergraduate places in British universities will be deliberately kept unfilled next October although many of the rising numbers of qualified UK applicants will be turned away.

This paradox arises because of new financial constraints and because of the need to attract foreign students who are to be charged a full economic fee.

Only a few institutions have decided to follow the University Grants Committee's advice to cut the number of places for United Kingdom candidates in October, 1980, so as to achieve the aim of no growth. Applications from 18-year-olds are rising by about 5 per cent this year. The majority, however, have reluctantly decided to stick to the 1978 or 1979 targets, which means an effective cut and that they are abandoning any attempt to cope with the "huge" years to come.

Although the likely cut in places of the old projected targets, already this means tougher policies on offers for home candidates, with the A-level grades demanded likely to be a point or two higher than for 1979 and fewer candidates accepted with grades just below their original offer.

But it could get far worse. Universities have just been told of the provisional grant they will receive for home students in 1980-81 which is 3.5 per cent below 1978-79 and there are still many uncertainties—the level of support for inflation and so on.

Moreover, the Government has changed the method of funding, making universities subject to cash limits, and leaving them and the UGC to work out how many home students they can afford to admit. It is unlikely that sums will be finalized for 1980-81 before next spring, by which time admissions officers will have made most of their offers. Their only option then is, it is supposed, to cut the number of places offered in clearing in the summer. Clearing looks like having one of the largest inputs and smallest successful outcomes ever.

But the situation for overseas students is quite different, although potentially also damaging for home students. The government is to charge overseas students full economic fees, but instead of deducting from university grants the fees for students who actually arrive, the UGC is assuming that universities will continue to attract the same proportion of overseas students, and is therefore cutting the grant, progressively over the next three years.



by the percentage of overseas students now here so that a university with 18 per cent foreign students will take an 18 per cent cut in income by 1982-83 regardless of actual intake.

Given their financial position, and with reserves now estimated at half the July 1978 level, few universities can afford to lose the income from any overseas students. The 5,573 overseas undergraduates admitted through UCCA in October 1978 represent a potential loss of income of over £15 million or 21 per cent of the projected 1979-80 recurrent grant at the new minimum fees.

This is forcing universities to become financially dependent on attracting overseas students, with a home candidate largely because of the cash limits but also because the fees paid by local education authorities for a home student would not begin to cover the loss of £2,000-£3,000 for the notional overseas student, and there are UGC safeguards to see that universities do not cheat the system.

But the policy on economic fees for overseas students could result in an even greater cut in places for some students than that resulting from the new cash limits. The problem arises because the

more than about 50 per cent of them. If this happens, there could be over 2,000 empty places; even if the figure is 10 per cent down, it is over 500.

What, in these circumstances, do universities do about the level of offers to overseas students? Do they raise the grade to match those for United Kingdom candidates, when they are only raising them to cut intake, and risk losing precious fees? Or do they make the same kind of offers to overseas students as were the going rate last year, and risk all sorts of unpalatable accusations.

Worse, it is not feasible for universities to fill any empty places left by overseas students with home candidates, largely because of the cash limits but also because the fees paid by local education authorities for a home student would not begin to cover the loss of £2,000-£3,000 for the notional overseas student, and there are UGC safeguards to see that universities do not cheat the system.

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## British fees now higher than Harvard's

Britain will have some of the highest tuition fees for overseas students in the world when the new "economic" scales are introduced next autumn.

Even Harvard, the prestigious private North American university, charges £2,400 a year, compared with our three-tier minimum of £2,000 for an arts course at university, £3,000 for a science degree and £5,000 for a medical course. Numbers of overseas students could therefore decline sharply, and especially in the polytechnics, which are being recommended to charge more than the universities.

The fees at Britain's only private university, Buckingham, will appear quite competitive. They will be £2,500 for a degree course next year, compared with £2,400 for a polytechnic arts course. The only industrialized country that also charges for larger fees for overseas students is Belgium, where additional fees range from £1,000 to £3,500 on top of the £100 tuition fees. Three countries—Denmark, Luxembourg and Sweden—charge nothing at all.

The new differential is bound to make many overseas students starting courses in Britain next year look around for better bargains elsewhere. No student need look far for cheaper college courses. Britain and Belgium were not slow

ever, the only countries changing differential rates. Ireland also makes higher charges to students coming from outside its borders, and some Canadian provinces have recently followed suit. Australia is to bring in higher charges for overseas students next year, and New Zealand is considering doing the same. Below are details of fees charged to foreigners by other industrialized countries:

**AUSTRALIA**  
No tuition fees charged at present, although all students pay student union and sports union charges of about £50 to £75 a year. From next year private overseas students those not sponsored by their governments will have to pay fees ranging from £770 to £1,300.

**USA**  
No special fees for overseas students. Highest tuition fees are charged by the most prestigious private universities. Harvard, for example, charges £2,400 a year. Average private college tuition fee is about £1,300 a year. Public colleges and universities charge higher tuition fees for students who come from outside the state, whether from other parts of the United States or from overseas. State-resident students pay on average £900 a year, not state-resident students pay £900 a year.

**CANADA**  
All students pay about £250 in tuition fees a year. Six out of the country's 12 provinces—Ontario, Quebec, Alberta, Nova Scotia, New Brunswick and Prince Edward Island—have recently introduced higher levels of tuition fees for

overseas students. In Ontario, for example, undergraduates from overseas pay about £830 a year.

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universities have achieved a fixed and difficult-to-reach level of resources—staffing, buildings, libraries, labs, residences—which now cause them to calculate their student numbers in terms of "marginal utility", while the DES continues to work on average cost per student. Universities are very labour intensive—the cost of salaries alone absorbs 70 to 80 per cent of their recurrent grant, and other resources are equally as expensive.

As a result, it seems that any university with 7 per cent or more overseas students is showing serious concern for the more general effect of the loss of recurrent grant in respect of overseas students. The argument is put most cogently by the vice-chancellor of Brunel University:

"The net effect would be that Brunel's assured income from the Government would fall by 10 per cent from a nominal £3.08m in 1979-80 to £2.77m (excluding implementation for inflation) in 1983-4. If it were possible to charge all new overseas students a fee of £3,750 . . . and maintain present numbers (about 360), then our income would continue unchanged



## Sweden Divorce for children under debate

from Martyn Summerhill

STOCKHOLM  
The Swedish Parliament is to decide whether children should be allowed to divorce their parents, following a recommendation by a national commission on children's rights.

The recommendation is primarily concerned with the situation of children living happily with foster parents, and any law is only likely to affect a small number of children. But the proposal has attracted international attention, and could have profound implications for the legal status of the child.

Under current Swedish law guardianship remains with the biological parents. But this is not necessarily the best thing for the child, according to the commission's head, Mr Tor Sverre, a Justice of the Supreme Court, who quotes a recent case where a drug-addicted mother married with her child immediately after birth. "The child has been with a foster mother for three years but the mother has decided she is the better person to have the child and is applying to have her daughter back."

The recommendation is only one of a number in the second part of a continuing report from the Barnera Regeri Commission on children's rights. If it is implemented it will mean a major shift in attitudes towards the legal status of the child in such cases, making him subject before the law and not on objection to be argued over. The commission was set up after instances in which children's rights were disregarded had come to the notice of the Ombudsman.

The proposal has made headlines around the world, as did another recent Swedish move on children's rights. The law prohibiting corporal punishment, passed this summer, has brought in an avalanche of letters, especially from Canada and the United States. The amendment reads: "The parent or guardian shall exercise requisite supervision in accordance with the age of the child and with other circumstances. The child shall not be subjected to corporal punishment or to other humiliating treatment."

## United States

# Support for voucher plan 'looks good'

California's schools, bowed but not broken by the effects of Proposition 13, now face another proposal which could do them untold damage. By Hilary Wile

California's state schools, recently under threat from massive local property tax cuts, now face another measure which if implemented could deal them a deadly blow. Support for an education voucher scheme is being canvassed energetically. If 600,000 signatures can be collected by the beginning of next year the proposal will get on to the state's June ballot. And if that happens, it stands a good chance of passing. A sample poll taken last year showed that 59 per cent of the electorate favours voucher education.

Canvassers say the number of signatures coming in is "looking good" and support for the scheme grew greatly during a bitter teacher strike in San Francisco this autumn. However, after the surprise passage of Proposition 13 in June, 1978, when Californians voted overwhelmingly for raising property taxes, no one in the state is keen on making predictions, although if sufficient signatures cannot be collected by the January deadline, the scheme could still get onto the November ballot.

The proposal, "Family Choice in Education", is complex. Public and private schools as they now exist would remain. Parents wishing to take up the voucher option would be able to place their children in one of two kinds of schools, publicly-funded voucher schools and privately-run voucher schools.

Vouchers would be worth approximately 90 per cent of the cost of keeping a student in the state system—about \$2,000—and parents would not be allowed to "top up" vouchers in order to send their children to more expensive private schools. Counsellors would be employed to advise parents on their choices, vouchers would be weighted to help children with special needs, and a limit would be set on the cost of education administration.

If the proposition is passed, the scheme will go into effect by 1982.

with about 25 per cent of students becoming eligible for it. It will be fully implemented by 1986. Support has come both from conservatives, who feel that public schools are failing to achieve basic standards, and liberals who want a greater variety of schools.

The scheme has been devised by Berkeley law professor John Coons and Stephen Sugarman, who have long argued the case for parental control over education. However, Stephen Sugarman admits that the complex and much-altered initiative, as published, "went through a lot of people's comments".

He says voucher schools coming into existence through a variety of spontaneous actions. Some would evolve away from the public school system. Others would be set up by special interest groups, by teacher cooperatives, and by community action.

And vouchers, he feels, would act as a lever to encourage public schools to raise standards. The precise details of the scheme's development cannot be envisaged, he says, but he is prepared to chance a state-wide leap into the unknown.

"The biggest risk is that nothing much will get better. There is a serious risk that things will get worse, although they will if nothing. I would prefer a substantial experiment, but there is no chance the legislature would do that. If we could just prod the legislature to do something serious by showing substantial support for the initiative, then that would be something."

Both Coons and Sugarman have a record of concern for the educational rights of the disadvantaged, and various safeguards are built into their scheme to protect these. But opponents of the initiative say vouchers would encourage racial and class segregation. They feel they would drain money from the public schools, encourage the proliferation of second-rate private schools, and enlarge the education bureaucracy.

California public schools superintendent Wilson Riley argues that since voucher schools would be free to accept students if they choose, public schools would be left with grounds for difficult and educationally expensive pupils. "The initiative would also make it possible for any child to qualify for state money and in California we have our share of children who hate to see the Neo-Nazi Party or the Ku Klux Klan getting support through this."

He feels the proposal would cause confusion and confusion. "The effect would be to destroy public education."

The California Teachers Association, which represents 85 per cent of the state's 189,000 teachers, has also come out strongly against the scheme, which would considerably weaken collective bargaining powers. Ralph Flynn, the association's executive director, foresees 10 years of confusion if vouchers are introduced. The system would be characterized in the best American tradition, by people coming along and ripping the system off.

Support for the initiative inevitably grew during a recent six-week strike by San Francisco teachers, which was sparked off in part by the passage of Proposition 13. California's now legendary tax-cutting measure which cut schools' local revenue by 60 per cent.

The San Francisco Unified School District lost \$50m from its 1978-79 budget. Last spring it laid off 1,200 of the district's 4,000 teachers because it did not know how much bail-out money it could expect from the state. And in negotiating with the teachers over issues of pay and working hours, it also no longer had the option of paying a premium for local taxes to cover the costs of any settlement.



Dr Wilson Riley: pandemonium

Proposition 13 was an anti-tax not an anti-education measure, but there were many who expected the cuts to devastate public education. However, \$5,000m in state revenue was magically discovered and the direct predictions never came to pass. Schools have minimized maintenance and repairs, and teaching posts have been left unfilled and salaries and in-service training have been cut.

But in the first year after Proposition 13 was passed no school district lost more than 15 per cent its 1977-78 level of funds, and the state fiscal relief measures have meant that, state-wide, schools a year have an eight per cent increase in revenue over last year.

However, Proposition 13 has less quantifiable effects, significant to the progress of the current voucher plan. Hiring freezes and reduced promotional opportunities have caused a general lowering of teacher morale. "Ennui has seeped into the bones of the system," says Flynn. "The difficulty is going to be in attracting people into teaching. The teacher population here is already shrinking at the upper end."

In addition school districts are going to lose 80 per cent of their open class positions from the current year. Almost double the amount they are receiving from the state in the year before Proposition 13 and this inevitably led to fears of increased control over education.

This has happened at a time when the school system is widespread in growing, not least because many people fear that centrally-imposed programmes to help the handicapped, racial minorities and non-English speakers have overburdened the schools to the point where attempts to accommodate the needs of all have led to the serious teaching of none.

National opinion polls over the last decade have shown a significant increase in the number of people who cite the curriculum and low standards as major problems in public schools. And although California private education has been favoured ardently by only a small minority, an increasing number of parents are voting with their feet. Only 11 per cent of the state's school children are in private schools, but this has increased by 40 to 50 per cent in the last six years.

Meanwhile other states are watching California developments with interest. Both tax-cutting and education vouchers are popular ideas present and are being proposed in various forms in other states.

However, the danger in modelling California too closely is that it is typical of nowhere but that Idaho, for example, has passed its own version of Proposition 13. Results of that move, without a tax surplus to cushion the cuts, may be seen.

Black education organizations were also almost unanimous in their disapproval. When the Committee of Ten, a group of black educators, held a weekend conference shortly after the servicemen's idea was mooted, over 600 people roared applause when Mr Fanyane Mazibuka, a member of the Soweto Action Committee (SOTAC) hit out at the idea of "people trained to carry out nationalist ideology teaching black children".

When it became clear that most blacks vehemently opposed uniform whites teaching their children, the DET went on the defensive.

Its public relations officer, Mr G. Engelbrecht, said the servicemen teachers had never been requested by the DET, and that the department would consider removing them if the community did not approve.

The teacher shortage is worsening because the DET faces a massive growing black school population. At matriculation level there is a 42 per cent increase over last year.

Another 90,000 private candidates—a staggering 45,000 more than last year—will write matriculation through correspondence colleges and adult education schemes, an indication of how overcrowded Soweto's schools are. Many of the 10,000 Soweto students who fled during the 1976 riots are returning. Next year the DET expects a flood of 80,000 new students.

To cope, it has introduced a correspondence course for unqualified teachers—already more than 5,200 out of a total of 29,000—in the urban areas, a sad indication of the lack of teacher training facilities for blacks.

## OVERSEAS NEWS

## South Africa Blacks reject soldiers as teachers

from Martin Feinstein

JOHANNESBURG

Popular opinion in Soweto, Johannesburg's satellite black city, has scuttled a scheme to fill 358 empty teaching posts with white national servicemen, and the township's teacher shortage, which has been deepening, is now reaching critical proportions.

White soldiers are already teaching pupils at one high school after the local school board asked the South African Defence Force for help, but black educationists and parents have vociferously opposed suggestions that they be used more extensively.

Although the township's high school population is expected to increase by 50 per cent next year, the Department of Education and Training (DET) has pledged to reduce the teacher ratio from 1:47 to 1:40 in the same period, and also to phase out the more than 5,200 unqualified teachers out of a total of 29,000.

To do this, over 1,200 teachers will be needed for Soweto alone, but only 6,320 are expected to qualify throughout the country at the end of the year.

It was township's immediate shortage of teachers for 350 vacant posts that led parents to suggest the use of servicemen to the DET. The department's liaison officer, Mr F. A. Schoeman, told them the idea had never been "officially considered" but if schools wanted them, qualified soldiers could be seconded from the SADF, which would continue to pay them. But Sowetans gave the idea a bitter and resounding "no".

In a special readers' forum on the subject in a main English-language newspaper, the vast majority of letters attacked the idea as at best patronizing, and at worst, outright dangerous.

One reader wrote: "Why should a white soldier come and teach a black Soweto? Imagine how it would be if a black soldier was called to teach a flock of sheep. White soldiers are taught to shoot black men in Africa, not to teach black children. They might come to force the bitter monster which is Bantu education down our throats."

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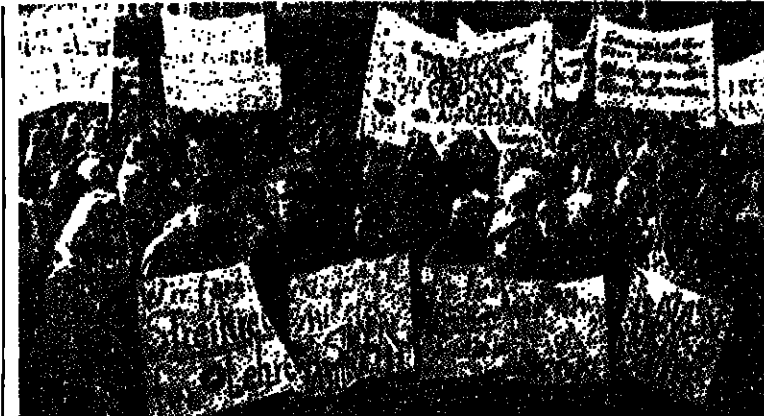
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Tens of thousands of West German teachers took part in a one-day strike last week in support of their demand for fewer working hours. This was in spite of a threat of disciplinary action against them since, in West Germany, public officials have no right to strike. The teachers' campaign has been complicated by a court ruling that different hours for teachers in different types of secondary school are unconstitutional.

## Australia

# Poor job outlook for leavers

from Bill Purvis

SYDNEY

The latest Australian employment statistics make depressing reading for the 250,000 pupils about to leave school. About 20 per cent of them can expect to be in the dole queues in a year's time, and in some areas up to 40 per cent will have failed to find work.

Last month the Australian Education Council, made up of federal and state education ministers, decided to help tackle the problem by increasing the number of career advisers in schools. The council eventually aims to have a counsellor in every high school. The ministers also favoured an increase in the number of work experience programmes now being run.

State governments have recently launched projects to help unemployed young people acquire work skills, and a special job training programme for aborigines has been introduced in areas where aboriginal unemployment is as high as 50 per cent.

But the Federal Government's August budget cut funds to the Special Youth Employment scheme under which young people are given on-the-job training.

It has hinted, however, that it might expand work-experience programmes, and also bring in incentives to encourage students to continue their education.

These suggestions have been attacked by opposition spokesmen as artificial methods of reducing unemployment statistics without generating extra jobs.

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## Christabel King visits Uganda's university

# Remaking Makerere

The eight years of the rule of deposed dictator Idi Amin in Uganda have left Makerere University with a disheartening list of almost insurmountable problems before it can return to its former leading position among African universities.

This first university in East Africa where many leading politicians in East and Central Africa received their higher education, suffered during the Amin years from declining real budgets, almost no foreign exchange, no building or maintenance, and a flood of senior and junior staff, badly needed at a time when student numbers were increasing at an alarming rate.

The number of students rose from 2,700 in 1970 to the present enrolment of 4,200. Eight years ago the university had a faculty of over 300, giving a satisfactory average

the university to take all applicants with the minimum requirements. This has left staffing as the highest priority. The university has only half the 625 staff it needs and is having problems attracting new staff and encouraging former staff to return.

So far only 20 Ugandan staff have returned although it is now six months since liberation. The Vice-Chancellor, Professor George Wabwire, says that another 200 Ugandans have applied to return, but they have first to finish their normally two-year contracts at universities in countries such as Kenya, Zambia and Tanzania.

But teachers are unlikely to flock back until salaries are improved. A senior lecturer at the base of the scale gets 42,500 Uganda Shillings a year (less than £3,000) compared with more than £3,500 a year in neighbouring Kenya where living costs are lower.

Staff are also discouraged from returning because of the chronic shortage of housing. Many lecturers are living at present in guest houses and hotels at great expense to the university.

Students are also suffering from poor accommodation. In some halls of residence four students share rooms, and for one. Sometimes three or four students have to share a desk and the shortage of lights and bulbs has made night work difficult. Some halls have no running water and in one hall 200 students have to share one pit latrine.

Undergraduate and post-graduate students have been on strike recently over living conditions. Post-graduates are also upset that, over the past few years, they have been covering for absent staff, often getting no nearer to gaining a doctorate or masters degree as a result. Facilities have existed at Makerere in recent years.

Vice-Chancellor Wabwire has estimated that he needs 3500 Uganda Shillings (more than £500) over the next two to five years, to get Makerere back on its feet, but the Ugandan treasury coffers are still almost empty as the money must come from the international community.

## Italy

# Go-slow on reforms fails to help ease chaos

from Dalbert Hallenstein

VERONA

Official attitudes to educational reform have changed radically since the appointment in August of senator Salvatore Valtutti as Italy's latest education minister. Senator Valtutti, 71, a member of Italy's Conservative Liberal party (until recently all education ministers were traditionally Christian Democrats) has announced that he intends to tackle educational reform in small and gradual stages.

Nearly every government since World War Two (and there have been 36) has tried to pass comprehensive secondary school and university reform bills, but not one of these has reached the statute books. It became obvious long ago that resistance to basic university and secondary school reform, mainly from conservatives and Catholics—was so strong that wide ranging reforms were almost impossible.

The about-turn in official government attitudes towards reform is therefore only a recognition of a situation already in existence for years. Since World War Two only three large-scale education reforms have been approved in Italy: the extension of the compulsory school-leaving age from 11 to 14 in 1953; the creation of a state nursery school system; and the setting up of an elaborate system of elected school councils aimed at decentralising the school system.

Many educationists are worried that Senator Valtutti's philosophy will merely imitate the former pattern of minor and often disastrous piecemeal reforms. Yet his cautious approach received the approval of Italy's powerful Communist Party earlier this month. In the past the Communists were in the forefront of those anxious to push through vast university and secondary school reforms. But they, too, appear to have reached the conclusion that such a policy is doomed to failure in modern Italy.

But there is little reason to believe that Senator Valtutti's small-scale reforms will lead to significant change. He has so far only managed to formulate one minor reform for the schools which many educationists have defined as fatuous. He wants to extend all lessons at school from 50-minute periods (already considered by many experts to be far too long) to 60 minutes.

At university level he recently proposed to give tenure to most of the 40,000 untenured teachers. But the proposal has been rejected by most of the untenured teachers as completely ineffective and the untenured teachers' strikes, which have paralysed Italy's universities for more than a year, are continuing.

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## James Connell on how vouchers might be used in Spain Parents' choice brings confrontation

BILBAO  
A clash between two ideologically opposed factions seems inevitable as the Spanish Government begins discussions on a bill to reform school finance and administration.

Under a highly controversial article of the new post-Franco constitution, Article 27, parents are guaranteed freedom of choice in selecting schools. The article also specifies that primary education (six to 14 years) should be free.

The ruling Centre Democratic Union, under President Suarez, favours a private school system of state and private schools, whereas the socialist opposition prefers a unified system of state schools and believes that private schools should be financially self-supporting.

Over the past two years the split between supporters of private primary schools and those advocating universal state education has widened, and respective positions have become entrenched.

Spain has one of the largest private school sectors in Europe with almost 40 per cent of the national school-age population attending private schools. The church and a variety of religious orders, or have indirect religious affiliations. They cater mainly for the middle class, but a large number also take in children from poorer backgrounds.

These supporters are vocal and well-organized and include church dignitaries and prominent right-wing politicians. The private lobby argues that a unified state system would hasten the demise of all but the most powerful non-state schools. Day school fees have been rising steadily in recent years with the current 18 per cent inflation, which has led to 284 a month in the most expensive centres. Many are in a shaky financial position and others have gone under due to increasing costs produced by teachers' salary rises. Some of these, have been absorbed by the state system or their pupils re-routed to the local institutions.

The "Statutes of Educational Centres" currently under debate in Parliament proposes to "lay down the framework for the ideological concept of schools, and for democratic management involving teachers, parents and pupil representatives. In many schools a system whereby the headmaster, department head and senior posts are elected by the staff has already been implanted. On these counts, vaguely worded legislation has been drafted to allow for maximum flexibility.

Although, however, it is focused on the financing of the private sector, the most widely acclaimed solution has been that of a voucher, known as a "cheque" in Spanish, which parents not wishing to send their children to state schools would receive as a monthly government "cheque". This would cover part or all of the fees of the school of their choice and would be equal to the real cost of a place in a state school.

Until now the Government has been reluctant to disclose the use of such a school place and fee as symptoms of treasury problems, the burden that system would place on the state, and the danger of a free market in education. However, the danger in modelling California too closely is that it is typical of nowhere but that Idaho, for example, has passed its own version of Proposition 13. Results of that move, without a tax surplus to cushion the cuts, may be seen.



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1980

## SPORT

## Peace returns to mountains

by Stanley Levenson

The long disagreement in the mountaineering world, which took on volcanic proportions last year with unhappy repercussions for outdoor education, looks to be over. It is almost certain that a peace pact will be signed by early December.

The British Mountaineering Council and the Mountain Leadership Training Board will almost certainly accept the recommendations of an independent tribunal set up by Mr Peter Lloyd, president of the Alpine Club.

The reasons for the schism were complicated. The essential differences between the two bodies was over policy control of training and the training certificate for teachers and youth leaders taking parties into the hills on educational trips. This was partly a reflection of the differing roles of the BMC and the MLTB, one concerned with club climbers and the other with wider educational benefits.

Ironically, the two bodies shared offices in Manchester with the BMC as the serving organisation.

Relations became so strained in 1977 that the BMC sacked Sir Jack Longland, who had been chairman since the birth of the MLTB, and set up a body of their own. At which point Sir Jack and his board were granted haven at the London headquarters of the Sports Council, which cut the grant to the BMC.

Each side collected adherents from the different organisations concerned with outdoor education. Then last year, Mr Lloyd, a retired scientist, moved in and helped arrange a tribunal to find a way of bringing the bodies together. This was headed by Mr Emyl Jones, a past president of the Alpine Club with three other members: Mr G. C. Band, the Alpine vice-president, Mr David Cox, another former Alpine president, and Mr S. W. Percival, principal of Charlotte Mason College.

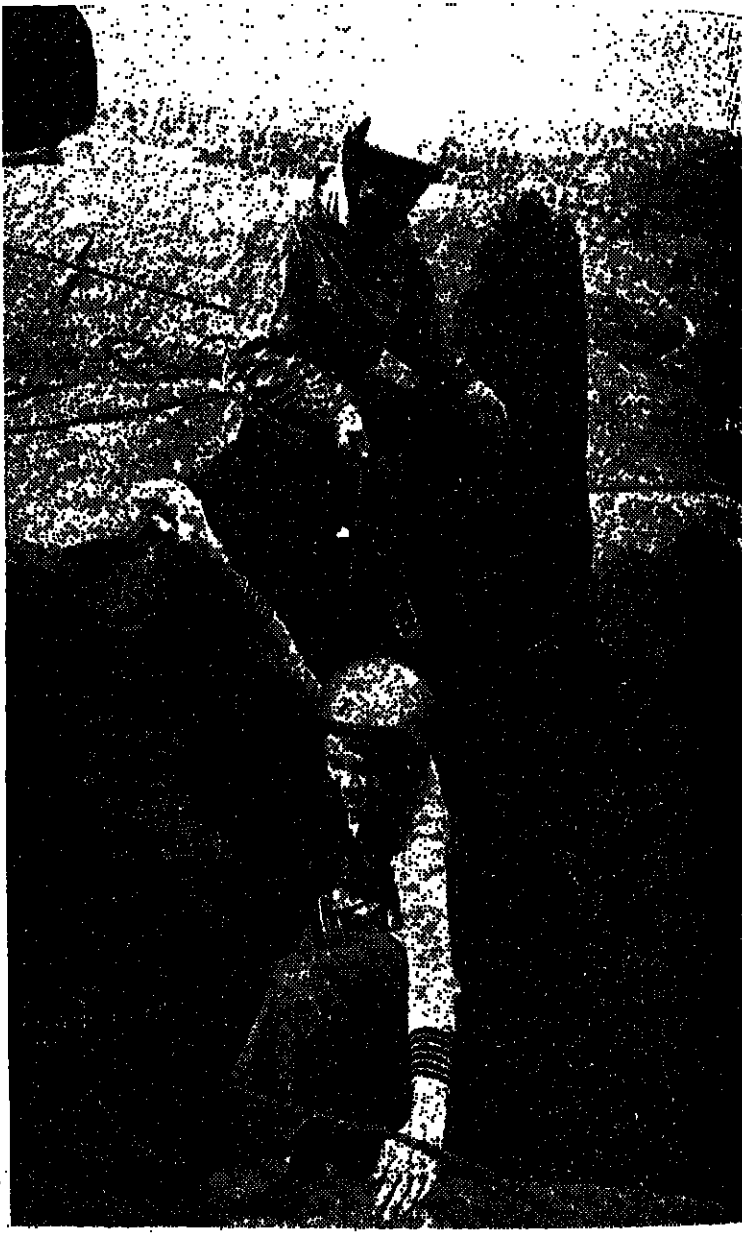
After submissions from a variety of organisations and individuals in outdoor education, the Jones tribunal has come up with a suggestion which could have the support of both sides.

That the MLTB remains autonomous but restricts its role to training teachers and leaders who take groups of young people into the hills.

That the BMC should establish a training committee responsible for mountaineering instructors' certificates.

That the BMC should set up a standing committee on mountain training policy with representatives from the MLTB, and its Scottish and Northern Ireland equivalents, the Sports Councils in the home countries and other bodies.

In arriving at this compromise the Jones tribunal observed that the conflict was "not just some sort of struggle for power" between the MLTB and the BMC but from "two



Climbers from the Abbots Home Activities Centre, on Black Rock, Derbyshire.

differing concepts... in relation to outdoor education."

It says that the crux of the matter is that in recent years, "outdoor education in hill country has received the almost universal blessing of national education bodies".

Within this, fears have been expressed over the years about the leadership training certificate approved by the MLTB, although the board had always stressed that the ultimate authority for responsibility for sending young people into the mountains rested with the local or youth organisation.

However, the Jones committee felt that the words "mountain leadership" suggested a higher degree of

competence than was appropriate and that the board should be named the "Hillcraft Training Board".

Now both sides are discussing recommendations. The BMC executive committee has already approved the plan, says the president Mr. Wainwright, and hopes for the endorsement of the more widely representative management committee at the end of the month.

The MLTB meets in early December when Sir Jack Longland, who there will be a settlement, Mr. Lloyd is also optimistic. "It has been a damaging dispute," he says. "I am very hopeful that both will accept it."

## Marland to head new comprehensive

Mr Michael Marland has been appointed headteacher of ILBA's proposed "federal" 11-18 comprehensive school in North West London. He will leave Woodbury Down School, Hackney—where he has been head for nine years—at the end of this term to prepare for the opening of the new school next April.

Three existing schools—Faulstich (mixed), Rutherford (boys) and Sara Siddons (girls)—will combine to form two lower schools each catering for 450 11 to 13 year olds and an upper school for around 800 pupils. As part of the proposed reorganisation of Hackney Schools, Woodbury Down is to merge with Clissold Park School in 1982.

## Records Bill in parliamentary queue

A Bill to open up school records is now queuing with other private members' business, waiting to see if it can attract government support. The Bill, introduced by Mr. Andrew Bennett, an ex-teacher, now the Labour member for St. Pancras North, has two main aims: to register and to develop up-to-date records of pupils' progress and to make these records available to parents.

## Belvoir coal plans affect 3 schools

Three schools in Leicestershire will be seriously affected by subsidence if the National Coal Board's plans are approved to open a new coal field in the Vale of Belvoir. Out of 22 school premises likely to be affected, "very slight damage" was anticipated at 19, the public inquiry into the NCB's plans was told recently.

If the mining proposals go ahead, it will be 12 years before subsidence will have a major impact on the buildings. The NCB is promising close liaison with the county education authority to minimise both the subsidence and the inconvenience. The planning inquiry is taking place at Stoke Rochford Hall, near Grantham.

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Wolsey Hall

# Is enterprise dead?

Colin Ball argues that if the Government are going to interfere with the Youth Opportunities

Programme, they should make a more thorough job of it

If it cost £63m to provide 162,200 opportunities, how much will it cost to provide 230,000 opportunities? My calculator says £89,334,155—let's say £90m.

The figures refer to the Youth Opportunities Programme, and they are provided by the Manpower Services Commission (in *Review of the First Year of the Special Programme*, published by MSC in July, 1979). The first two figures refer to the outcome of YOP's first year (April 1978-March 1979).

The figure of 230,000 is the outside target for opportunities being aimed at in the year 1979-80. Yet the cost the MSC put on the current year's operation—even after a 12½ per cent Conservative budget cut—is £142m, a far higher figure than the one I got from my calculator.

Some allowances have to be made, however. In particular, there is the point that, when YOP began in April, 1978, it inherited approximately 25 thousand filled places from its predecessor, the Work Experience Programme. By the beginning of April, 1979, there were approximately 65 thousand filled places to pass on to this year. So in costing this year's programme, I must allow for those extra 40 thousand who were already there at the beginning of the year.

Assuming that these are distributed across the different YOP opportunities in the proportions shown in the table, and assuming that they have on average half of their total length of stay left, I arrive at a figure of £14m, which must therefore be added to my earlier figure. So that is a total of £104m for 1979/80. So it looks as though if the balance of YOP provision is anything like it was during the first year, the MSC will be in an extraordinary position on March 31, 1980. Their finance officer will be able to pop round to the Treasury with a cheque for £38m (assuming he doesn't shift any of it to other non-youth programmes). He should get quite a welcome.

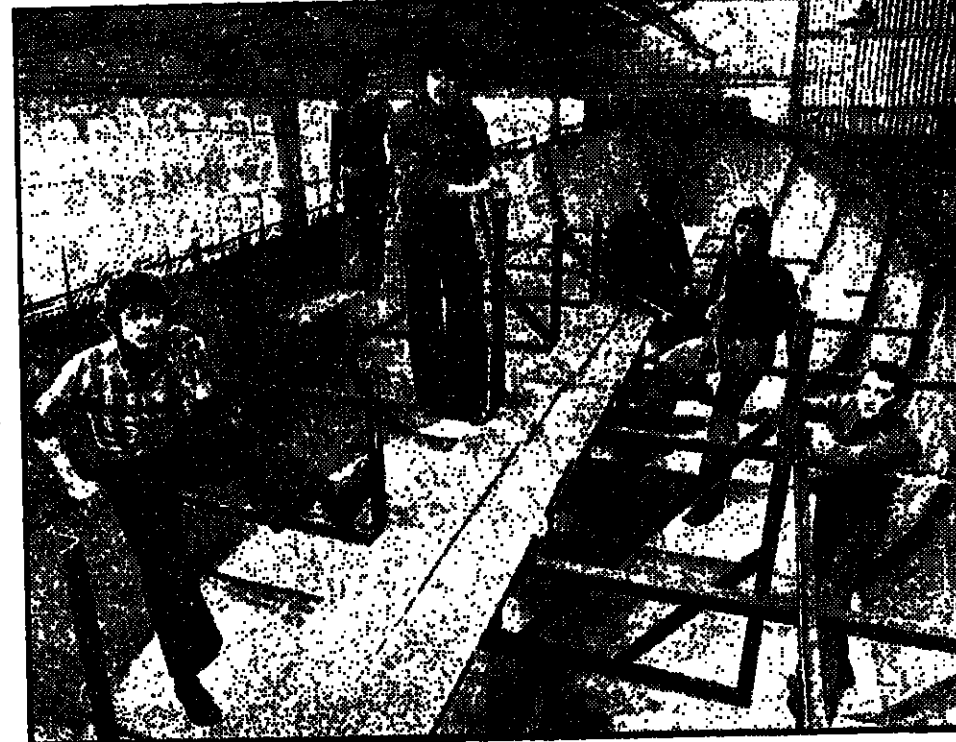
The outcome of this underspending may be a cause for even more celebration among Ministers and Treasury officials. They may well reason, as they did this year, when YOP's companion programme, the Special Temporary Employment Programme (STEP), suffered a 50 per cent cut, that if the MSC cannot spend these sums of money, why should they have them in the first place?

If that kind of reasoning is used, YOP for 1980-81 could end up with a budget of around £104m, plus a bit for inflation and raised allowances. That is a far cry from the figure of £168m discussed and approved in the Holland report in 1977, though of course that figure included all sorts of items which are not part of YOP.

It goes without saying that the £104m would be at current levels of provision. Lower levels will mean lower budgets. It is a figure which includes (as the reviewer's does) all the overheads, including the cost of MSC staff and office, advertising and training.

We need to look at this year's operating figures to get a clearer idea as to whether the postulated underspending will come about. The Youth Opportunities Programme consists of a variety of types of opportunity. Some of these are much more expensive per head than others. Cheapest of all is work experience with employers (WEEP)—£21 per trainee head per week.

Given that the allowance to trainees is £20.55 a week, that means that the overhead costs allowed by MSC to the sponsoring employers is a very modest 45p a week. (These cost-per-week figures do not include MSC's own overheads). The cost per week figures given by MSC for other YOP offerings go like this: projects—£40; community service—£41; training workshops—£48; employment induction courses—£56; short training courses—



Unemployed teenagers boat-building, courtesy of the former job creation scheme.

£60; remedial and other courses—£86.

This scale of cost is, of course, an oversimplified yardstick, because the time a trainee may spend in one kind of work may be different to that spent in another. Some courses last only two weeks, so a high weekly cost may turn into a modest "total stay" cost. What is clear is that relatively long stays in relatively expensive opportunities, like community service and training workshops, and big projects, quickly consume the cash.

The table below gives a yardstick of total costs on lengths of stay I have estimated. These are listed from cheap to expensive, with the percentages of participants shown by each type of opportunity, both for last year, for the first six months of this year, and as proposed in the original Holland report.

It is clear, then, that this year is following last year's pattern, with most of the YOP money going on the relatively cheap options. The more expensive ones are taking a slightly larger share, however, which may make my figure of £104m a slight underestimate. However, MSC say in the review: "There is some evidence that young people are remaining in the programme for less time on average than expected... Less time means less money—more underspending."

YOP has always been heavily oriented towards short experience with employers and short training and induction courses, because those elements are most closely aligned with the programme's overall goal of improving the employability of young people, to make them more competitive in the labour market and more attractive to employers. (See the percentages originally proposed in the Holland report for evidence of this.) In other words, YOP is, at present, operation, not creating short-term jobs, but providing short-term experience.

This is a perfectly valid objective, of immense value and importance to many young people, and MSC have done a good job. But what now? We know that the duration of unemployment among young people is increasing. We know that unemployment will go on rising (OECD forecasts 2.9 million unemployed in the United Kingdom in 1983).

We know that in some areas of the country wheel-oiling does not, even now, stand up too well, with youth unemployment rate in excess of 30 per cent. In Northern Ireland's YOP there is nothing like the dependence on work experience with employers that we see here, for good reason: with higher and longer-term youth unemployment, wheel-oiling looks suspect.

I believe that alongside the wheel-oiling experience/training—which is an important objective still, but not for all young people, in all areas, all the time—there should be the development of another purpose, which I would call youth enterprise. I have always seen the youth enterprise/project elements of YOP as a basis for that purpose: a chance for young people to show us that they can design and make goods, and provide services, as well as we can.

Such enterprise is not to do with experience, but with the dignity, satisfaction and rewards of real work. The National Child Development Study of Britain's 16-year-olds, published some years ago, told us that nearly half those who leave school at 16 do so "to be independent and earn a living". The protected world of make-believe work allowance, offers the chance to meet neither of these aspirations.

Yet if present YOP trends continue, the potential "enterprise" base looks fragile, and the underspending of the past year and a half has contributed to making it that way. Indeed, as the table shows, this problem was rooted in the very beginnings of YOP, since the balances were always tipped away from the enterprising areas. But the actual outcome is worse than was anticipated.

The Government committed itself, in opposition, to YOP. But it wants to stamp its own identity on the programme, and has done so already on STEP. Yet it should not delude itself about that likely YOP underspend, nor about the present insignificance of the enterprise sector of YOP. If ministers are going to interfere with YOP—and I think they should—then they must make a thorough job of it.

Otherwise there's a grave danger that YOP will become both a make-believe world into which we gather the young unemployed to keep them off the registers at the minimum cost, and a back-door route by which employers can select and recruit young people at the tax-payer's expense. Those tendencies divide and exploit; they are already apparent, and they must be stopped.

Like many people, I welcomed YOP, and still do. But it has become too rigid, and has not moved with the times. It is time to renew and update the programme, and to make it a device through which young people, particularly those with the greatest disadvantages, can challenge us, rather than be tilted by us.

I challenge ministers, the MSC, trades unions, employers, educationists and youth organisations to produce a new charter for the young and unemployed. To do that, each party will have to ask whether the real reasons for the limitations of YOP lie in their own vested interests. An initial agenda for their discussions might go something like this:

- Shift work experience from the 16-18 to the 13-16 age group, where it should be. And offer work, not work experience.
- Develop youth service and manufacturing enterprises as a part of overall long-term public expenditure and industrial strategies. In particular, use funds to establish and maintain them, and give them the chance to re-cycle the cash they earn, rather than claw it back—as is the case now with training workshops. Allow these enterprises to compete and tender for contracts and to offer alternative public services, from social work to garbage disposal. Above all, give them long-term security.
- Be bold enough to make the participation of youth itself in the design and running of these schemes a necessary criterion rather than an inessential luxury.

In the short term, I believe a start can be made by slashing the present numbers of opportunities taken up by the work-experience-on-employers-premises element of YOP, and substantially upping the workshops/projects/community service targets. There is, as I have shown, the money around to do this.

The argument that the employer-based schemes work best—70/80 per cent success (i.e., getting a job) rates are claimed—does not impress me; how many of the young people affected would have got a job anyway? Besides, if young people can show their employers that they have been involved in a highly successful youth enterprise, is that not a point in their favour?

Colin Ball, a former MSC consultant, is chairman of Outset, an organisation concerned with youth action work and the disabled, and co-author of *It's for Work? Youth, School and Unemployment*, published recently by Writers and Readers (£1.95).

|                              | Cost per week | Length of stay | Total cost per trainee | 78/79 | 79/80** | Holland Report estimate |
|------------------------------|---------------|----------------|------------------------|-------|---------|-------------------------|
| Employment Induction Courses | £56           | 24 weeks       | £1,344                 | 1.5%  | 1.2%    | 32%                     |
| WEEP                         | £21           | 24 weeks       | £504                   | 8%    | 8%      | 13.5%                   |
| Short Training Courses       | £56           | 3 weeks        | £168                   | 19%   | 15.7%   | 8.1%                    |
| Projects                     | £40           | 24 weeks       | £960                   | 5%    | 6.5%    | 8.1%                    |
| Community Service            | £41           | 24 weeks       | £984                   | 5%    | 7.4%    | 8.3%                    |
| Training Workshop            | £48           | 24 weeks       | £1,152                 | 2%    | 3.1%    | 5.3%                    |
| Remedial and other courses   | £86           | 24 weeks       | £2,064                 | 0.5%  |         | 1.2%                    |

\*\* Taken from six-months outturn figures issued recently by MSC.

\* Includes remedial.

† Length of stay tends to be markedly longer: these figures may be an underestimate.



# Planning for real

Elizabeth Adams suggests

children should be given a greater say in how they spend their last two years of compulsory schooling

What characterizes many 16-year-olds, boys and girls alike, successful and otherwise in the school's estimation, is sheer boredom. As boredom is no part of the intended outcome of education, those in charge of the system need to look at it again to see what is going wrong.

Much current discussion in the media concentrates on widespread truancy, discipline problems and the illiteracy of some school leavers. Many concerned parents continue to try to find loopholes in the system through which to force their children up the educational ladder. Official action directly affecting secondary schools is concentrated on tinkering with the system of public examinations. An effort is under way to reduce the administrative complications of O level and CSE by establishing a single General Certificate of Secondary Education. Other official action concerned with remedying the inadequacies of secondary education is causing money to be poured into schemes for educating and training young people after they have left school.

Although HM Inspectorate have taken to writing about good schools and about the secondary curriculum, the problems of the secondary schools themselves are not being squarely faced. As every parent knows, the lives of heads, teachers and students at school are dominated by public examinations.

Within the restrictions of this system many schools are valiantly attempting to fulfil their obligation to deal fairly with every boy and girl. In particular, a number of schools are developing records and reports covering a broad range of outcomes of education in addition to the results of examinations. I am already in touch with several such schools and would be pleased to hear from others, and I hope that students, teachers, parents or governors concerned with such schools' initiatives will send comments (to me c/o the TES) on the proposals outlined here.

I suggest the way ahead involves giving students from the age of 13 or 14 considerable responsibility for how their time is spent at school and for building up evidence of their own skills, competencies, purposes and attributes. This devolution of responsibility will mean not only students and teachers but various other lay and professional groups undertaking fresh tasks.

These proposals look forward to the time when there will be no public examinations during the period of compulsory education: they seek to ensure that the "statement of outcomes" which each 16 year old is given is a useful document with national currency. This would be achieved by local validation of the schools' programmes of 14 and 15 year olds and by national accreditation of the school's final statement describing the outcomes of education for each 16 year old.

At present, many secondary teachers spend a lot of time as individuals and as members of departments and committees, planning and monitoring examination curricula and providing alternative courses or occupations for non-academic youngsters. My proposal puts the onus of tea-

chers to confer not only with other teachers and consultants on behalf of students but with the students themselves to plan the remaining year or two of compulsory education.

Every teacher in a secondary school would have tutorial responsibility for perhaps 20 students and the opportunity to work seriously with them as individuals and in small groups. Their first task would be to plan individual programmes. The main "planning period" would occupy a major part of school time

during the months before students entered their last two years of compulsory education.

Each student's draft programme for the next two years would be taken home for comment and approval by parents and guardians before being considered for time-tabling by the school itself. Once the school had agreed these outline programmes, they would become binding on both students and teachers (although subject to revision after formal renegotiation).

There is a difference between the proposal, so far, and the common educational practice in secondary schools onto which it might be grafted. At present schools offer "options" to students coming towards their last two years before level and CSE. The choice of options, discussed with parents. What is taken granted is that the examinations themselves will motivate the students to exonerate the teachers from giving an other account of their stewardship.

Students, teachers and parents could accept that schooling is a means to an end; that the end is success in examinations; and that adequate passes ensure the next step in education, career. Although everyone says education ought to aim towards development of human qualities and enrichment of intellectual and emotional life, what are the realities of schooling. Ask any student, teacher or parent at school and they will tell you that, even for some young people considered examinable—even unteachable—there is no time in school for anything much outside the syllabus.

Now there is much to be said for looking to a syllabus or programme, so be as it is not only worthy of study but seen by the student him/herself as being in some way relevant to his/her needs and purposes. The trouble with so many school schemes is that they do not fit these criteria.

What many young people appear to be learning through their classroom experience is to accept or ignore—but not discuss—certain bodies of knowledge; flout or subdue—but not to formulate—their thoughts and questions; and conform to or reject—but not to criticise positively—the behaviour expected of them by school and society.

All this failure erodes the spirit of students and teachers alike and pressures parents and society with problems. One much of it is due to there being no necessity for teachers and students to take each other seriously except in so far as they are prepared to work towards examination requirements; and to there being no recognition for either teachers or students of those attributes—intellectual or otherwise—that are not assessable by 16 plus examinations?

It is obvious that by the time young people are in their mid-teens they should be able to reflect on themselves, their interests, their purposes and their problems. They need to see that in the past year or two they have a non-recurrent opportunity to pursue worthwhile skills and competencies.

While young people need careful training in the responsible use of their time, teachers too need a change of emphasis. Cooperative planning by students and teachers is not yet widely practised in schools. It calls for the development of mutual trust and the exercise of professional skills not at present recognized in the career structure.

These skills include accepting a student for what he is; enabling him to glimpse his own potential; encouraging him to make records of his aims and progress; providing him with time and materials for systematic



Ask any student, teacher or parent, and they will tell you that there is no time for anything much outside the syllabus

Individual student programmes are likely to ameliorate, as nothing else has succeeded in doing, the tensions between students and teachers.



of some evidence of his best work and chief interests; enabling his questions to be formulated and his problems to be brought out and considered; establishing a commitment to the pursuit of agreed goals and sustaining the student through the rigours of attentive study.

The proposal for individual student programmes is put forward as being likely to ameliorate, as nothing else has succeeded in doing, the tensions between students and teachers in secondary schools. It is also meant to give students and teachers experience of planning "for real" and for defending their decisions.

Once agreed in the school, student programmes (contracts) should be subject to validation by a small team, which might include the head or a suitable teacher in charge of curriculum; the chairman or other prominent member of the governing body; and someone from outside the school with appropriate knowledge—perhaps a lecturer from a college or a member of the local careers or advisory services.

This validating board would be responsible to the governors and the local authority for judging the general suitability of the school's programmes for its 14-16 year olds. Meeting formally and at regular intervals at the school, the board would have access to all student programmes and would be able to study any of them in depth. Their inquiries could involve face to face discussion with any student and/or with his/her tutor.

During the two years of planned work the student would build up a file of evidence of his own best work and chief interests. It would include material based on group projects and practical tasks. At the age of 16 this file, pruned and classified, would give the young person something of his own choosing to show for his last two years. It should be useful to anyone concerned with offering him

further education, training or employment. It would show his level of mathematics and the quality of his English while giving many other clues as to his competencies and character.

Under the present system, 16 year olds have nothing to show. They may have gained passes in examinations, but any work submitted for assessment is not returned to the school but pulped.

As well as his file, each 16 year old should receive a statement produced in his school, signed by the head and by the chairman of governors, and accredited nationally. To give national currency to the factual and positive statements made by the school, each school should have an accrediting board of persons comparable to but different in identity from the validating board. The accrediting board would meet at the school to scrutinize the statements and to judge their suitability in the light of each student's contract. The board would ensure that no derogatory remark were put in any statement, nor the results of any educational, psychological or medical test.

The accrediting boards of different schools in an area should be linked for purposes of moderation. A small staff comparable to the staff at CSE headquarters in each region should deal with disputes and help to establish standards of excellence in the provision of school statements. Beyond the regions, the national Schools' Council should provide the ultimate authority linking all the regional offices and taking responsibility for policy changes as they might become necessary. What it all amounts to is making national arrangements for the development of individuals.

Elizabeth Adams is a former inspector of schools for Surrey. She is co-editor with David Burgess of *Outcomes of Education*, to be published in February by Macmillan Education. This article was first published in *Where* magazine.

## Think before you publish

Geoffrey Samuel believes that the publication of exam results could lead to an undermining of one of the concepts basic to comprehensive schools

The current Education Bill requires authorities to publish examination results. Supporters of publication assert parental rights to information and the virtues of open administration. By implication the poor schools or poor school systems will be impelled to improve by the pressure of public opinion and the subsequent action of inspectors and professional advisers.

Opponents point to the difficulties of interpretation, the complex factors influencing the results, and above all the probable consequences: schools with good results will attract ambitious parents with able children; poor schools will become poorer.

Richmond now has two years of experience in publishing the figures for each individual school. This experience is relevant to the committee-stage debate on the new Bill.

First, the publication of results in identical format for each school invites comparison. Even if they are not issued in league table form they will inevitably be compared by all who read them. Such an exercise implies that they are comparable. In fact they are not.

As Marten Shipman has pointed out in an ILEA publication, "all the evidence that is available suggests that examination results at 16 or 18 tend to reflect the measured attainment of the children entering the schools five or seven years earlier". The recent survey by Michael Rutter (*Fifteen Thousand Hours*) makes the same point.

To meet this argument I.e.a.s. have two alternatives. They can aim to ensure—as the ILEA has done—that the intake into every school is balanced and comparable. This would severely restrict parental choice, and would prevent the establishment of schools firmly based in their own communities. Some would argue that on current legislation it is illegal.

The alternative is to publish the "measured attainment" of the pupils of every school. It is possible to establish the mean V.R. of each school, and compare it with the figure for I.e.a.s. as a whole. Arguably this would reinforce the trend for good schools to become better, and poor schools to decline. Parents would tend to opt for a school where the measured attainment is above average.

Neither of these alternatives is attractive, but I believe the publication of results will compel authorities to adopt one or other of them.

Secondly, the I.e.a.s. must provide parents with sufficient tools for interpretation. Recently a local paper published a letter from a resident complaining about the standard of Richmond schools, because they failed to provide pupils with the basic educational qualification of five O levels or equivalents. No one answered in response that in the Greater London

area only 8.9% of pupils achieve this qualification.

CSE results cannot be interpreted unless related to the published standard that Grade 4 "is to be awarded to a pupil of average ability who has followed a course of study for the CSE regarded by teachers of the subject as appropriate to his age, ability and aptitude", or that GCE and CSE combined cater for "some 60 per cent of all secondary school pupils in this country". 40 per cent are designed to be below the lowest level of CSE pass.

National figures of GCE and CSE results are published by the DES and can be used for purposes of comparison. It is totally unrealistic to expect parents to be able to interpret results without adequate information, carefully explained.

In broad terms, schools can provide what the public wants. Over a generation of pupils, teachers can adapt sufficiently to begin to achieve the aims which the public demands. In reacting to their perceptions of public opinion they may well change the direction of schools in a way that parents might not necessarily want.

Unfortunately there is a tendency for the examinable to drive out the non-examinable. If examination results are the only verifiable data published, and parents do react in the way suggested, consequences for the educational service are inevitable. Schools will make the necessary organisational changes—in some cases the necessary sacrifices—to produce the best figures possible.

If we arrive at the stage where in classes streamed for ability the brightest pupils are taught by the best or most experienced teachers, while the less able are instructed by staff of lower calibre, is this what the public really wants? Is it compatible with the concept basic to comprehensive schools, that the education of every child must be regarded as of equal value?

I believe the answer lies in the publication of facts and figures which give an all round picture of the life and work of the school. This is not a difficult task. Statistics of significance, such as parental preference for individual schools

and pupils' attendance figures, are regularly monitored by local authorities and provide an interesting comparison. Negative indicators are obtained from such information as exclusions, punishments and an analysis of repairs due to vandalism.

The positive side of school life can be judged by the number of school performances and the size of audiences; the attendance at extra curricular activities; results of various teams; numbers in the choir; circulation of the school magazine; attendance at PTA functions and parents' evenings—the list could be endless.

But surely it is necessary for the authority—members, officers and heads together—to list their criteria, to determine what facts and figures are genuinely illustrative, and then ask the schools to provide the details. The composite picture of the school that emerges will be much more illuminating. More important, it would emphasize to teachers and to parents that many varied considerations make up a good school.

Finally, authorities must decide how they will respond to the consequences of publication. Will poor results be used to disarm opposition to the closure of schools in a time of falling rolls? (Richmond, to its credit, has done exactly the opposite!) Or will figures be used to implement a scheme of positive discrimination in favour of schools which appear to be most in need of improvement? Authorities must decide in advance what action they will take if the consequences of publication are a distortion of parental preference.

The publication of examination results is not to be undertaken lightly. I.e.a.s. should know in advance how to deal with the consequences. Most of all, I would suggest that authorities must provide sufficient context for interpretation, and give serious consideration to all those other pointers which are indicators of the quality of education in a school.

Geoffrey Samuel is head of the Heathland School, Hounslow, and a co-opted member of the Richmond-upon-Thames Education Committee.



# Created equal

Gillian Peele on the United States' 200 year pursuit of the ideals on which they were founded

**The Pursuit of Equality in American History.** By J. R. Pole. University of California Press £8.95, \$20.00 032 861.

**The Decision for American Independence.** By J. R. Pole. Edward Arnold £6.95 and £2.55.

**The Free and the Unfree: A New History of the United States.** By Peter Carroll and David W. Noble. Pelican £13.50, 0 14 022038 0.

**America: The New Imperialism, From White Settlement to White Hegemony.** By V. G. Kiernan. Zed Press £8.95, 905762 185.

**American Government and Politics.** By Allen Potter, Peter Fotheringham and James Kellas. Faber 75p, 0571 055818.

**Vision and Reality: The Evolution of American Government.** By William Simpson. John Murray £5.50 and £2.75.

**The Great Fear: The Anti-Communist Purge under Truman and Eisenhower.** By David Caute. Secker and Warburg £9.95, 436 09511 4.

From the beginning of its independent existence the United States has been formally committed to the proposition that "all men are created equal". Yet between the egalitarian rhetoric of the Declaration of Independence and the reality falls the shadow of 200 years of American history in which the goal of equality has been ignored as often as it has been acknowledged as a source of political inspiration. The tension between the system's proclaimed values and the self-evident inequalities is a recurrent theme of studies of the United States institutions and political development. Sometimes the gap between the two is seen as symptomatic of a society with a power structure to match its aggressive capitalism. Egalitarian rhetoric on this interpretation is but an aspect of the false consciousness which prevents ethnic minorities, women and industrial workers from perceiving their true role in the construction of the Great American Dream. Sometimes, by contrast, the concept of equality is seen as a principle central to the American political culture but one which receives a different emphasis and interpretation at times and circumstances change. Rather than being a fraud or a fiction it is continuing reference in the search for just political arrangements in the midst of a complex and plural society.

Professor Pole's essay is one of the most exhaustive and careful examinations of the implications of the United States' early espousal of the idea of equality to appear in recent years. He traces the vicissitudes of the concept and the various understandings of its meaning from pre-revolutionary times to the present preoccupation with promoting equality of opportunity between America's ethnic groups by the mechanism of reverse discrimination or affirmative action. Initially, he suggests, the universal application of the notion of equality related to the collective identity and status of the American colonies with respect to Great Britain (the implications for the colonies' internal politics were much less apparent). Until the civil war, and the constitutional amendments, admitting the slaves to citizenship, it was possible to argue that "equality" persons could exist in a political system in which there was no equality of legal status or political rights. Even then, as Professor Pole points out, the Declaration of Independence was not a political statement but a statement of faith in the general assumption that the general assumption

that the black man's abilities were so inferior to the white man's that there was little danger of Uncle Tom exploiting his newly-won legal status to achieve social or economic parity with the dominant race. And in case there should be any doubt on this score, the Supreme Court (whose pronouncements mirror the prevailing understandings of the meaning of equality as well as on occasion, as trying to fashion them) restricted the impact of the Fourteenth Amendment in a series of late nineteenth-century decisions which created the "separate but equal" doctrine as a barrier to negro progress. For the country's black citizens, the years between 1865 and 1894, when that doctrine was overruled in *Brown v Board of Education*, the ideal of equality must have seemed hollow indeed to blacks in the South who found themselves condemned to segregated and sub-standard education, housing, and recreational facilities.

Since 1954, however, there has been a renewed impetus to apply the principles of equality to American social institutions. The constitutional imperative of equality of opportunity has been applied to the Supreme Court to a host of situations, although in many cases the logic of its arguments has become obscure. Moreover, the Federal Government, in its efforts to promote equality of opportunity, has adopted pragmatic policies designed to compensate different ethnic groups for the discriminatory practices of the past. Such policies have inevitably incurred the wrath of ethnic groups not so favoured by government and the result has been a new set of conflicts especially in the field of higher education and post-graduate

training. Professor Pole's discussion of these issues—which crystallized in the *De Funis* and *Bakke* cases—is a sensitive and useful reminder of the challenges to current educational practices have forced Americans to reassess whether their present conceptions of the principles of equality should be focused on the individual or on the ethnic group. And they pose the question of how far group-oriented programmes are compatible with the idea that "the Constitution extends its protection equally to all". In his or her capacity as an independent and irreducible individual.

Professor Pole provides no easy answers to these difficult problems since the whole thrust of his argument is that the role of the principle of equality is a developing one—part of an unending process of adjusting policies to changing needs and interests while maintaining a basic framework of guaranteed rights. Though not an easy book, it is one which will benefit students and teacher alike by its thoughtful attention to the nuances and contradictions of American political development. The first five chapters, in complementary reading to the author's shorter study *The Decision for American Independence*, which has a convenient collection of documents and a stimulating bibliography, are as well as an examination of the principal issues raised by the Constitutional Congress.

The inequalities of American society and the contrast between political ideals and political practice is the starting point of Peter Carroll and David Noble's approach to the country's history. They see their work as a continuation of the "revisionist" or "counter-cultural" school of historiography since from

their perspective what has been neglected in writings on American history is the dynamic tension created by cultural, ethnic, religious and sexual variety of the United States. Thus instead of chronicling the exploits of the Protestant white male elite, Carroll and Noble devote much space to the efforts of European settlement upon Native American culture, especially with respect to the latter's concept of time and season, the replacement of the individual by the community, and the economic development, and the factors contributing to the "lost generation" of hippies and drop-outs in the 1960s.

Carroll and Noble are interesting on the interaction of different religious sects and doctrines, especially the role of Puritanism and the late nineteenth-century emergence of a distinct and self-conscious Roman Catholic movement with its own literature. They also write sympathetically about the American society and draw attention to the way in which nineteenth-century Americans "repressed the experience of sex and death". Fear of sexuality (especially in women) is linked in this analysis to the need to preserve all the available energies for the marketplace of death is linked to a cultural valor of the elements of human existence not subject to rational and scientific control and to that trauma of American history, the closure of the frontier. The ideas of aging and death have always been particularly abhorrent to a country which has a significance of youth and vigour—a country busy being born, not busy dying—as Bob Dylan and Jimmy Carter put it.

The weakness of the Carroll and Noble approach is that it is virtually unintelligible as a textbook of American history (it could also be added that the authors are somewhat cavalier in dates, locating Plessy v Ferguson for example, in 1900. By comparison, William Simpson's introduction to American history admirably sets out the factors shaping the content and content of American politics and is succinct and economical in its treatment of the major themes since independence. Once a feature of the system described there and in the very voluminous revised edition of Allen Tate standard text have been done Carroll and Noble's headier fare safely be offered.

The thesis that the history of the United States is a conflict between progressive ideas and more conservative ideas is also stated in V. G. Kiernan's explicit Marxist account of American expansion. His explanation of the contradictions between constitutional values and the evidence of cruelty and exploitation that has been the history of the United States, and then towards the Third World, is a combination of the cultural and the economic. There, he argues, in the United States, a division of the world deep as the racial cleavage between black and white. On the one hand its professed ideology encourages isolation; on the other, its consciousness of manifest destiny and superiority prompted the country to expand westward into the American land-mass and then, of course, via the techniques of colonialism, far beyond it.

Professor Kiernan places us at the heart of the country's strangely xenophobic character of a country moulded from the Red Indians in the early days of independence were seen as a potential enemy within to be exploited by the British in the case of further antagonism between the two states. And he goes on to draw the altogether ludicrous comparison between the way such a fear of espionage by Redskins could be exploited to dispossess those who had the worst of which fear of communist conspiracy was to be exploited in later generations.

The tangled tale of McCarthyism has been well researched, as well written, by David Caute who has brought together a vast amount of archival material about one of the most perplexing aspects of recent American politics. Caute traces the purge of various political institutions—the federal government and the state department, unions and the Communist Party itself—as well as of American schools, universities and cultural life from the time of Roosevelt's election to the election of President Nixon. He shows how the Supreme Court, Congress and the general public could forget the concern for such important rights of American faith as freedom of speech and conscience and the early individual rights can be forgotten in the scramble to denigrate loyalty and Americanism.

The impact of the evidence would have been much greater had the book been paused to reread some of the earlier, more accomplished and detached, like moonlight. In one poem Gunn dreams a vision of a younger self, gazing at the moon:

The thin white lips are dry, the eyes intense  
Watching not thing, but lunar  
Traps, and cool fantasy of violence.  
I recognize the pale long inward stare.

The "pale long inward stare" is still what Gunn's poetry is largely about. The persistent themes in this volume are those of identity, separation, appearance and perception. The poetic persona is more often the controlling observer than the vulnerable participant, like the cynical serving-man in a poem from the sequence *Misanthropos*:

Even as I served them sweets  
I served myself a trencher of  
human flesh in some dark sour  
pantry, and munched from it.  
Style has always been a major element in Gunn's poetry—these are poems where form draws attention

## Pickings from the Raj

Victoria Neumark on Bengali art in Whitechapel

Arts of Bengal.  
Whitechapel Gallery until December 30.

It is related that the daughter of the Moghul Emperor Aurangzeb, accused by her father of wearing too flimsy a costume, replied that she was dressed in no less than seven layers of Dacca Muslin so fine that it could be passed through a gold ring. Paintings of ideal lovers to grace the palaces of kings as they played with ivory chessmen and whiskered off the flies with yak's tails set in silver, fretted mosques inlaid with tiles and Hindu temples teeming with curvaceous statuary: such a treasure-house generated by no more centuries but millennia of Bengali culture fell into the hands of the adventurers of the East India Company as they staked out their domain of trade.

Some part of the pickings of the Raj has been liberated from the voraciousness of the V and A to provide visitors to the Whitechapel Art Gallery with their own glimpse of the second and volatile genius of the Bengali people—not least the local inheritors of that spirit, the largest Bengali population outside Bengal, who live in Spitalfields.

Since its inception at the beginning of this century the Whitechapel has reflected the immigrant character of its locality in its display space. Now that the Jews have moved out like the Huguenots before them and the synagogue has been sold to become a mosque, the annual Whitechapel Open show and the work of the Gulbenkian-funded Education and Community Officer has a large, but not exclusive, Bengali element. The current show appears thus in the context not only of an exhibition of international



significance, the first of its kind in Europe, but also as part of the Gallery's drive to be responsive to the needs of its local support. Fifty per cent of its visitors are local, Bengalis being the largest group.

The main exhibition has been complemented by a display of Bengali folk art presently being taught at the adult education institute next door; by a programmed series of children's workshops, lectures and concerts, and by the Gallery's willingness to act as a resource centre for anyone interested in the visual arts. When the necessary £4m has been raised the conversion of a new building into a Visual Arts Education Centre will give Spitalfields its first bookshop and small professional

auditorium, as well as more space for the workshops and summer schools which are already an integral part of the Gallery's work.

While exhibitions continue to tour local schools and the Bengali Youth Movement rehearse in the hall happily chattering classes of junior school pupils have been spotting tigers in paintings and constructing stories (folk-art scrolls which tell a story) under the guidance of the resident teacher, Jenny Lomax. Their enthusiasm must be shared by adult visitors who can taste a tantalizing sample of an art rich and diverse in beauty.

Whether it is the paintings of the Mughal school, their flat grey backgrounds surrounding the slim lines of a princess braiding her hair before cranes, or those of the Kali ghat where thick bold lines curve round the bright colours of a cat snatching fish or a courtesan dancing, or whether you concentrate on the vigour of a folk art which painted pots, *patas* and playing cards with a verve and spontaneity equally as impressive, you cannot miss the intensity of enjoyment which has fashioned the arts and the artists of Bengal. Theirs has been a flexible tradition, and the exhibition is of particular interest in its tracing of the cross-fertilization of East and West.

From the first representative of John Company, seated stiffly on a chair while a native prince crouches comfortably on the floor to smoke his hookah to the expressionist simplicities of Tagore and the lively and British areas of his brother, painting in Bengal has been stimulated, not unquenched, by change. Similarly the famous weavers and embroiderers began early to include scenes from the Old Testament and Portuguese warriors among the panoply of



Hindu deities. Slide shows on the architecture of both mosques and temples also trace the assimilation of different influences on buildings in Dacca and Calcutta; and the two slides in which Bengali furniture is set out reveal a fascinating mingling of eighteenth-century neoclassical restraint and the passion for ornamentation typical of the Indian sub-continent.

What will happen to the exhibition once its time at the

Whitechapel is up? What a shame if the heritage now being so eagerly unearthed by the Bengali visitors should be again locked up in a storeroom, along with the unseen treasures of other ethnic minorities, if the Mughal lady playing the vina to a parakeet must return to an audience of dust and sucking rather than a delighted, excited crowd of her descendants and their neighbours. Catch her while you can.

## Cool fantasy of violence

Myra Barrs

Thom Gunn: *Selected Poems 1950-1975*.  
Faber £1.95.  
Ted Hughes: *Moorstown*.  
Faber £1.95.

Back in the fifties, you'll remember, young men were angry. There was "anger" in the theatre, in the cinema, in the novel, in poetry, however, there was "violence". Faber paired two unlike poets in one volume, and A level candidates started to "consider the theme of violence" in Gunn's and Hughes's poetry.

Thinking back now, it's possible to detect a strong note of machismo in Gunn's early poems with their celebration of toughness, leather-clad bikers and emotional cool were certainly one aspect of it—Hughes's preoccupation with the tooth-and-claw character of the natural world, perhaps another. Twenty-five years later, Gunn's poetry, as this selection from six earlier books shows, has muted, grown yet more accomplished and detached, like moonlight. In one poem Gunn dreams a vision of a younger self, gazing at the moon:

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Traps, and cool fantasy of violence.  
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The "pale long inward stare" is still what Gunn's poetry is largely about. The persistent themes in this volume are those of identity, separation, appearance and perception. The poetic persona is more often the controlling observer than the vulnerable participant, like the cynical serving-man in a poem from the sequence *Misanthropos*:

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human flesh in some dark sour  
pantry, and munched from it.  
Style has always been a major element in Gunn's poetry—these are poems where form draws attention



Ted Hughes



Thom Gunn

Then fast as you dare, watching  
And watching the sky  
And feeling the air dark  
With wet electricity  
The load forming through leaves,  
Like a tug-boat meeting the open sea—  
The tractor's front wheels rearing  
And pawing the air.

The sequence which follows this, *Prometheus on his Crag*, is as winningly thorough as you would expect poems on this subject by Ted Hughes to be, with graphic descriptions of the vulture at work: Swallowing not only his liver  
But managing also to digest it.

as the cool tone of the narrator plays variations on an emblematic theme.

*Earth-Numb*, the third section, contains some poems which seem wholly new and very fine. There is a new kind of nature in some of the poems, less complexly acidic, more human, and a new readiness to treat human subjects in a peopled landscape. But there's also real X-certificate Hughes here, in a horrific and impressive picture of domestic bliss called *The Cowper*. This is a rich book, to be explored slowly.

## Definitive anticlimax

Frances Farrer on 'Two People'

"The trouble", according to Per in London Weekend's *Two People* (Saturday 10.15 p.m.) "is that they're all hung up on sex." He puts his finger, as one might say, right on it. There are pitifully few characters in the six episodes who are confident they can do in such a way as not to repeat the mistakes of their elders. Their greatest headache is caused by secrecy.

Since the two people are more bright and aware, more mature and middle-class than their classmates, author Alick Rowe does not seem to be suggesting living in couples as an idea suitable for all 15-year-olds, but papers like the *Daily Express* (Young love—too hot to be shown?) and the *Daily Mirror* (Secret teen affair is a nude shocker) have been quick to guess excited *Two People* was made early in 1978 and its screening delayed because of the row about paedophilia that was going on.

So much more of a pity, with a subject this controversial, to give a treatment as anaemic as *Two People*, a moribund formula piece peopled with stock characters, each episode concluded with a predictable, two-foot cliff-hanger. There are some good performances: David Daker as Christine's father and Gerry Cowper as Christine do astonishingly well with their material; Dal Bradley, who plays Per (short for Percival) is up to his usual standard of sensitive excellence. Seven heavy veils can be drawn over most of the others. *Two People* could go down in television history as the definitive anti-climax.

## Follow my lieder

...set to me not you hear  
to me the market so roughly in  
front of the nose  
who to me while brings look me  
affably at  
otherwise clouds himself the  
(special) yins  
Something that looks like a new book of experimental verse, as published yesterday, Goethe wrote these lines in their original German, says Goethe, and then, which is why they appear in their quirky literal translation in *Lieder Line*

by Line, an anthology by Lois Philp (Duckworth, £24). It makes expensive and hilarious bedtime reading, and most slayers would obviously find it cheaper to use a man's dictionary. But it is a word-by-word translation for performers in a hurry, this is an entertaining selection of songs by Beethoven, Schubert, Schumann, Wagner, Brahms, Wolf, Mahler and Strauss, in their German original, and a word-by-word translation, and an intelligible English prose version.











## Shopping for a microcomputer

In the second of two articles A. K. Hennessy and P. Kingsland discuss purchase and maintenance, and the different types of dealer

It is no longer necessary to buy microcomputers from manufacturers: some cost less than colour television sets, and they are being sold like other electronic gadgets. Rather than buy from a manufacturer in some other part of the country, most microcomputer owners have bought their equipment from local dealers, many of whom can provide microcomputers "off the shelf". However, there are several points to watch.

Microcomputers can go wrong, and they need maintenance and servicing two or three times a year. Because a microcomputer is not one piece of equipment but several, linked by cables, it is easy for plugs and cables as well as other electrical parts to become faulty. No school should consider buying a microcomputer without arranging a maintenance agreement with the supplier. Dealers who cannot provide this type of commitment should be avoided.

Another problem is that the components of the microcomputer do not always come from the same manufacturer. It is not unusual for a good processor to be linked to a keyboard, unreliable video display unit. Exhibition demonstrations of expensive equipment do not reflect the performance of the cheaper models. Many dealers offer an array of three or more different systems and it is easy to be confused by different pieces of equipment, especially if only one of the available printers, disc units and VDUs is used during demonstrations.

Difficulties often arise soon after delivery of incompatible equipment, with the various connectors, cables and interface units being all possible sources of trouble. Whenever possible, the equipment should be bought from one manufacturer's range.

Technical support for the equipment, and the functions of the microcomputer (software), is vital for schools' computers. There should be a telephone number the teacher can dial for practical assistance during working hours on weekdays; this does not mean a secretary taking messages. Time is possibly more crucial to the teacher than to the commercial user because once the lesson is over the children cannot stay until the system is made to work again. A good way to test a manufacturer's support service is to take the technical support telephone number from the salesman and phone later with a query from one of the manufacturer's brochures or a question unresolved by the dealer's explanations. If the teacher can get through to the technical staff and the answers are understandable, the support service is probably adequate.

With the technology developing so rapidly, it is natural that there are a number of obsolete units still unsold, but they can usually be spotted by the large discounts offered, or they may be supplied cheaply or even free with other equipment.

The table shows some commonly available equipment. The prices vary, but it should be possible for a school to buy a minimum configuration of a processing unit, a keyboard, a printer and a disc unit, which cost less than £3,000. This would provide a computing facility which is independent of a remote service

and therefore can be used without telephone lines and moved among classrooms. It would not provide a computing service for a class of 25 O level or CSE pupils, however,

pany, which provides several brands of equipment within the £500-£5,000 range. These companies can usually demonstrate all the equipment working and can give reasonably sound

may be financial instability. Many have provided equipment for further and higher education.

● a microcomputer consultant — usually one or two people working on specialist projects. This type of dealer usually offers only a limited range of equipment. Some of the most competent people in the microcomputer field can be found in this group, but often they are just getting started and are financially insecure. A great deal depends on the personal integrity and financial position of the consultant; the service varies from first-rate to terrible.

● a microcomputer manufacturer, which can range from the large American-owned companies to a one-room workshop. Like the consultants, they offer only a limited range of equipment—their own—but in most cases they are technically more competent than other dealers. Commitment to technical support and maintenance varies widely. Some manufacturers demonstrate prototypes rather than production models and sometimes the equipment delivered is quite different in appearance and performance from the demonstration model.

In some cases, companies in orders for equipment—such as a printer—which they subsequently cancel.

Some dealers have "ships" or "dealerships", the meaning of which depends on the manufacturer's distribution arrangements. In general, the price of a microcomputer does not vary much; the important thing is to pick one which can provide a system needed based on an advice, technical support and maintenance services, without delay, at a price the school can afford. Because the microcomputer market is so new, it is not easy to look up the dealers in a phone book or in trade directories. One rich source of information is personal computing magazines, such as *Practical Computing* and *Computer World*. They print articles on computing people, interesting programs, reviews of new microcomputers, guides for buying them, and glossaries of terms. The *Adams* magazine provides the names and addresses of dealers throughout Britain.

### Selected systems

| SYSTEM NAME AND MODELS    | MANUFACTURER                         | PRICE RANGE   | SOFTWARE                                                                   | PERIPHERALS PORTS AND BUSES                                                                                                                                  | MEMORY RANGE |
|---------------------------|--------------------------------------|---------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Cromemco 221 SYSTEM THREE | Cromemco Manufacturing Co.           | £400-£10,000  | Extended BASIC, FORTRAN, Assembler, DOS, Monitor                           | Dual disc drive built in; printer expensive. Keyboard is usually on a VDU supplied that is built by others. RS-232C, 20mA and two parallel ports. \$100 bus. | 16K-4K       |
| Horizon                   | North Star Computer Products         | £1,000-£2,500 | Extended BASIC, DOS, Monitor, CP/M                                         | Single disc drive built in; printer expensive. Keyboard, VDU, etc. built by others. S-100 bus. RS-232C, 20mA and a parallel port                             | 16K-4K       |
| Tandy TRS-80              | Tandy Corporation                    | £500-£2,500   | BASIC: Level I & II                                                        | Keyboard built in. Monitor unit & cassette unit supplied, built by others                                                                                    | 4K-16K       |
| Eddy Sorcerer             | Eddy Products                        | £850-£3,000   | Extended BASIC, Op. Sys. COBOL, FORTRAN, Assembler available on cartridges | Keyboard built in. Monitor unit & disc drives built by others. RS232 & parallel ports. \$100 bus. £510. Uses ordinary TV.                                    | 32K-64K      |
| Research Machines 3602    | Research Machines Ltd.               | £830-£2,000   | Extended BASIC, DOS, FORTRAN, CP/M, COBOL                                  | Dual disc drive built in. Keyboard supplied. TV monitor, disc drives built by others                                                                         | 4K-48K       |
| SWTIC                     | Southwest Technical Products         | £1,400-£5,000 | Assembler, BASIC and form of extended BASIC; Editor                        | Processor on its own; interfaces needed for cassette recorder & disc                                                                                         | 12K-48K      |
| SEED                      | Sramech Engineering Electronics      | £1,000-£8,000 | BASIC, Monitor, Editor, Assembler, DOS                                     | Keyboard and VDU supplied (built by others)                                                                                                                  | 6K-32K       |
| PET 2001                  | Commodore Business Machines          | £500-£2,000   | Extended BASIC, DOS                                                        | Keyboard, processor, VDU, tape cassette in one unit. IEEE-488 bus, parallel port. Interface needed for other peripherals, which are built by others.         | 4K-32K       |
| APPLE II II+2000          | Apple Products Corp. ITT Corporation | £180-£12,000  | Extended BASIC, DOS, Editor, Assembler, Monitor, Disassembler              | Keyboard, VDU & floppy disc units on systems over £1,500. Parallel port. Voice recognition                                                                   | 12K-256K     |
| Altair                    | Pertec/Computer Services             | £3,000-£5,000 | BASIC, DOS, FORTRAN, COBOL                                                 | Keyboard and VDU built by others. TV connector.                                                                                                              | 32K-64K      |
| Microstar 45 PLUS         | Micro V Corporation                  | £5,000+       | BASIC, Database, DOS, CP/M                                                 | Discs, Keyboard included. 3 RS232 ports. Time sharing                                                                                                        | 32K-64K      |
| RAIR Black Box            | RAIR Ltd                             | £2,300-£8,000 | Extended BASIC, CP/M                                                       | Keyboard and VDU built by others                                                                                                                             | 4K-48K       |
| Vector M2                 | Sperry-Rand-Univac                   | £2,000-£7,000 | Extended BASIC                                                             | Dual disc drives included. Tally printer/terminal is keyboard/printer. RS232 port. Parallel port. \$100 bus.                                                 | 32K          |
| Challenger I, II & III    | Ohio Scientific Products             | £500-£12,000  | BASIC, Extended BASIC, DOS, COBOL, FORTRAN                                 | Variety of discs, VDU included. RS232 ports, parallel ports (up to 20)                                                                                       | 8K-768K      |
| COMPUKORP 610, 625        | CompuKor Limited                     | from £1,000   | Extended BASIC, Assembler, DOS, IBM-compatible; Text editor                | Processor, VDU, disc, printer & keyboard all in one unit. RS232 & parallel ports. \$100 bus.                                                                 | 48K-50K      |
| IMSAI 1000 8080           | Imai Corporation                     | from £1,500   | BASIC, Forgan, Assembler, DOS                                              | 8080 VDU, disc, printer, VDP80 all one unit. Printer extra.                                                                                                  | 8K-64K       |
| SDS-100                   |                                      | from £3,700   | BASIC, Forgan, DOS, CP/M, COBOL                                            | Disc, keyboard, processor & VDU all in one unit. Fast printer at low cost. RS232 and parallel ports. IBM compatible.                                         | 32K-64K      |
| M2 10K                    | Sharp Electronics                    | from £620     | Extended BASIC, PLUS (with music synthesizer), DOS                         | Philips Interface Bus connector                                                                                                                              | 20K-48K      |

### Slides/Filmstrips/Recordings

Slide/Filmstrips/Recordings  
 The slide centre limited  
 Dept 143 Chiswick Rd London W4 1LH 01-222 345/688

## Systems...

by Paul McGee

COMPEC, the computer peripherals exhibition held this year at Olympia, was a stunning, numbing display of the impact of the microprocessor. There was a bewildering array of microcomputer systems with exciting graphical output devices and some interesting input devices.

Computers in schools mean computers across the curriculum not just in Computer Studies. The favourite machine for this variety of work, the Rossmore Machines 3602, was displaying its black and white graphics (£259) and colour graphics (£400). Details from Research Machines Ltd, PO Box 75, Oxford.

Computer Aided Instruction (CAI) has not been well received in general, possibly because the programs have not been well written. The Tandberg Educational Computer EC10 offers, among other facilities, a package to help teachers write their own material. The basic system with floppy discs, 56K and time sharing starts at £5,000. Details from Tandberg (UK) Ltd, 81 Kirtall Road, Leeds LS3 1HR. The popular PET was showing its 3022 printer with full graphics capability for £650. Details from Commodore International, Centre 360 Euston Road, London NW1 3BL.

Nascom, who offer microcomputers from as little as £175, were showing an impressive colour graphics board and an exceedingly cheap printer. The Imp comes ready built at £325 and offers 80 characters wide, 60 lines a minute, upper and lower case as part of a 96 character ASCII set and RS232 interface. Details from Nascom Microcomputers, 92 Broad St, Chesham, Bucks HP80 1JG. They produced the 730 MiniPrinter (£525) so add to their 700 series of printers. Details from Sintrom Distribution, 14 Arkwright Road, Reading, Berks, LD1, of Gresham House, Twickenham Road, Richmond, Middlesex offer the Printerm range of low cost printers from £550-£745. They offer ribbon cartridges, 120 characters a second with 80 column width and a range of standard interfaces.

As prices rise, users are offered either more facilities or better quality or both. In the higher quality group is the Mannesmann Tally M80-MC80 printer. For £995 it offers 200 characters a second using bidirectional printing and 7x9 matrices. It offers a full 12-month comprehensive warranty followed by a fixed price repair service. Tally Ltd, Tally House, 7 Cramyll Road, Reading RG1 8NQ. Amdex have a self-sold solid DE8000 (£575) for some time. It has 112 characters a second on variable width paper and double width characters. In the new year they hope to have the DP9500 series available for £805. It has a very solid machine offers 132 or 175 character width with between 10 and 13 characters to the inch vertically. It prints at 200 characters a second with band rates that are switch selectable from 50 to 9600. It has parallel and serial interfaces and plug-in EPROMs for alternative character sets. The buffer size of 500 characters can be extended by 2K which would be useful for the graphics. Amdex are an American firm but their British office is at Dorna House, Guildford Road, West End, Woking, Surrey GU24 9PW.

An interesting American competitor is the Paper Tiger from Integral Data Systems. For £585 it offers about 100 characters a second printing with the standard 96 character set. For an extra £119 it offers a 2K buffer and graphics. It is limited to tractor driven paper but seems to be solid and versatile. One of the British agents is Heywood Electronic Association Ltd, 11 Station Approach, Northwood, Middlesex.

The Japanese Epson TX-80 (£500) prints at 150 characters a second. It has graphics a standard feature as well as condensed spacing and double width characters. Epson have a temporary office at 500 Chesham House, 150 Regent Street, London W1R 5YA.

Another Japanese company, C. Ito, also offers a range of printers. More interestingly, they hope to market through distributors a single card mark sensing device for about £500.

## The glamorous glass-age decade of the Depression

VICTORIA NEUMARK reviews the Thirties exhibition

Thirties  
 British Art and Design before the War  
 Until January 13, Hayward Gallery, Belvedere Road, London SE1.

Is it the long goodbye to the leisure life or the long queues of the unemployed, the glamorous comedy of manners in theatre and cinema or the penny-pinching audience shuffling into the dreary image of the 1930s? Or should it be seen as a period of bold experimentation which transformed not only the fine arts but everything about us from the nineteenth century into the twentieth?

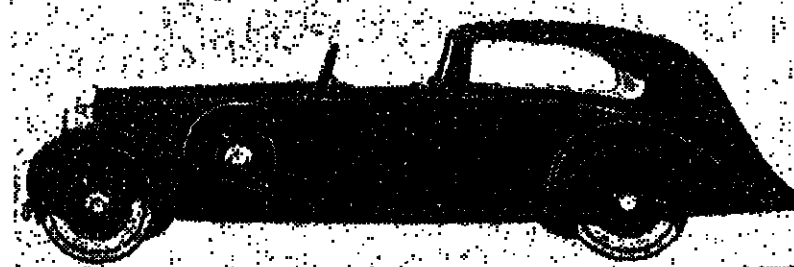
It is the joy of the excellent and commendable Thirties exhibition at the Hayward that it neither goes all out for a celebration of the sophistication of the abstract in design, as represented by a geometric rug or a Henry Moore sculpture, nor does it glorify in the drab of the past. As shown in the photos of Bill Brandt, but creates a wonderful continuum in which our notions of the decade can fall into place. The material spans both touching photos of miners bathing in cottage parlours and the black extravaganzas of the bathroom of the courtesan/music-hall artiste Tilly Losch.

Art and design pure—or as they were enshrined in the homes and taste of the middle class—can be seen on the lower floor, where the dashing elegance in the decorative arts evidenced by the streamlined silver tea-sets or the flowing prints on textiles counterpoints the careful progress of "fine" art from the delicate washes of Sickert to the abstraction of John Piper. On the top floor we can see what design meant to the man in the street: cartoons by Low and photos

by Jarché reach right in to the quick of lives like those of the kipper-workers in Jarché's photo where they were lucky to see a kitchen stove let alone chinoiserie clocks or wood-engraved book-plates (downstairs).

It is fascinating to identify so much of what we see around us today as the heritage of the 1930s. The architecture sections, in particular, suggest a balance between the clean white forms of the "modern" and the "chaos of the styles" which resulted in buildings we still live in and with. What an exalted conception the "glass-age flats" at Bournemouth must have seemed to Pilkington's architects, and how the heart sinks to look at them now and recognize the prototype of so many wretched cheap boxes of flats.

From the drawings and photographs it is clear that the white



Rolls-Royce Phantom III. Below "In Check" by Stanley Anderson.

modular splendour of High Point, Highgate, hatched from the same egg as the sterile desolation of High Rise, Anytown; but the difference which money can make is all the difference in the world. A cartoon of a man in a tuxedo, looking at the architect's plan for the lift in High Point shows the gentleman caller by a flustered maid, night white collar and cuffs hastily skewered into place. She keeps the flat as clean as it appears in the photograph of the interior—all spotless, dustless tranquillity and muted beige elegance. Such contrasts are emphasised by

paintings like Dugdale's *The Arrival in London of the Jarrow Marchers*, with its cocktail-gowned lady peering through the smoke from her cigarette-holder, the churning masses below her window, by the photographs of fashionable crowds at Ascot and *Lasting Blackness in Shore-ditch Backyards* (Brandt); and perhaps best of all by the Shell advertisement—*"Photographers prefer Shell"*—and the Guinness poster showing a navy carrying a joist—*"Guinness gives you strength"*. How much more subtle are the differences to which advertisers address themselves today.

The organizers have not left it at that, however. The 25 sections of the exhibition include, for example, a turbojet engine and a replica of Bluebird 1, as well as models of buses and trains and a seat from Hammersmith tube station.

The visitor is continually brought up short by so many reminders of the enduring past that upon emerging, steeped in the period, it is as if the Waterloo Road has become an unlikely fusion of present and future.

Those who are most interested in the fine arts will find their appreciation enhanced by the surrounding paraphernalia of everyday life. The thrust to abstraction of Moore or Piper, the sharp-edged satire of Lewis, even the witty idiosyncrasy of David Jones; all find echoes and contextual explanations within the panorama of an exhibition which has successfully reassessed not only what people went to art galleries to see but also what they saw when they looked out of the window.

## Urban establishments

by David Birt

Life in Medieval Towns  
 Peter Wenham  
 Educational Productions, Bradford  
 Education, East Ardsley, Wakefield,  
 West Yorkshire WF3 2JN. £4.05.

The author states that this filmstrip has been designed to interest pupils aged 10 to 16 in life in towns in the Middle Ages. The frames are arranged as a sequence of six topics: the establishment and location of towns; urban defences; guilds, crafts, trades and commerce; the role of the church; health and medicine; and entertainments. The teacher's booklet gives an introduction to each topic and shorter notes about each frame. The booklet also contains a note of some related slide sets and filmstrips, and brief bibliographies for the pupil and the teacher.

This is a well-tried approach to a popular theme, but *Life in Medieval Towns* achieves a degree of professionalism which puts it in a class of its own. The frames are taken mainly from contemporary manuscripts, but are interspersed with photographs of modern survivals such as the walls of York. This both gives variety and helps to bring the past into the present. An equally happy balance is achieved by inserting a few black and white manuscript drawings among the colour frames—which are of an unusual richness and clarity: projected from eight metres, the quality of the colour draws admiring comments from a class well used to filmstrips. The subjects include many old favourites, but there are a number of less well-known pictures, among them a splendidly appalling view of a dentist at work with a pair of outside tongs.



Medieval teacher with pupil and birch.

The topic outlines and frame notes in the booklet are written in a colloquial and syntactically straightforward style, with a few questions at the end of most frame notes intended to focus the pupils' attention and act as a springboard for discussion. Some of these questions appear somewhat simplistic or vague, but trials with a secondary-school class clearly showed that they prompted a lively and interested response.

## Earth observances

The *Living Soil* is a teachers' pack designed to create a concern for soil health, and is intended for use with the 9 to 13 age group.

It is the makers' intention to prove that "the study of soil—pedology—is as stimulating and diverse a subject as any other science". The evidence is contained in four sections: soil ecology, soil formation, man and the soil, and looking at soil animals. There are also four wall charts and a list of suggestions for further reading.

The pack goes a considerable way towards proving its case. The line drawings are well integrated with the text, managing to convey the necessary information without losing their visual attractiveness.

There are a number of suggestions of things to do including project work with "minibeasts", complete with diagrams on how to make a pitfall trap, a carrot trap and a potato trap. This advice is tempered with the reminder that "There is never any need to kill an animal in order to study it". This low key, stealthily interesting pack should appeal to the quietly observant child.

Further information from *The Soil Association*, Walnut Tree Manor, Haughley, Stowmarket, Suffolk IP14 3RS.

## More youthful links

The Gulbenkian foundation has launched a feasibility study, headed by the chairman of the British Youth Council, of the possibility of establishing a Young Adult Unit. The unit, which will be intended to provide improved links at local level between professional broadcasters, youth agencies and young people, was the main recommendation of the *Broadcasting and Youth* report (partly sponsored by the foundation) which was published earlier this year.

The study will concentrate mainly on the Merseyside region and is expected to be completed by the next year.

Further information: Peter Mandel, British Youth Council, 57 Chilton Street, London NW1 1HU.

## Electronic print

A practical seminar on electronic publishing is to be held in London on December 3-4.

The one-and-a-half-day conference, at the Cunard International Hotel, Hammersmith, will be divided into three sections, and a selection of European and American specialists will speak on such topics as "Creating a Machine-Readable Product" and "International View-Data Developments".

Further information: Learned Information, Europe Ltd, Buteleigh Road, Abingdon, Oxford OX13 6ET.

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**BOBEN, RICHARD**



TES-11-7C

contact with one of those people most of us are lucky enough to meet only in children's books: shrewd, funny old judge, who gives Paul the courage to begin to accept his circumstances.

Apart from a friendly policeman, the only other thoroughly sympathetic adult is also elderly: another grandfather, in fact. Second childhood speaks to First; it's just those 50 dead years in between have to muddle through somehow.

For older children (and teachers and parents) just Allen Ahlberg has scored yet again with a hilarious parody of a school information book, *The Little Worm Book* (Grinnard, £1.25) has sections on The Common Worm, Pet Worm, The Uses of Worms, Worms Around the World and so on, and is funnier than I can remember. The time has come when, on this topic, and on many other topics that primary children are asked to mug up from grumpy, disinterested fact books.

100-443887-100







# Poems urgent as sweets

Chris Waters

I like this poem. Edited by Kaye Webb. Puffin 95p.

Once There were Dragons. By John Mole and Mary Norman. Andre Deutsch £2.50.

Animal Fair. By Alden Chambers. Heinemann £3.95.

Round About Ten. By Geoffrey Palmer and Noel Lloyd. Warne £2.95.

Delights and Warnings. By John and Gillian Beaf. Macdonald £4.95, and in four parts for schools, 75p each.

Words for All Seasons. By Malcolm Saville. Lutterworth Press 4.95.

Custard and Company. By Ogden Nash and Quentin Blake. Kestrel Books £2.95.

The Year of the Tree turned out to be a very good year for wood-burners: the Year of the Child appears to be having happier reverberations, and on one level at least has brought about some interesting and worthwhile experiments in trying to see the world through the child's eye. Kaye Webb's anthology of poems selected for children by children is one such: as well as being a substantial collection for six to 15-year-olds, it is sometimes disconcertingly revealing about children's actual tastes. Its profits are to be donated to the International Year of the Child Fund.

The collection has been culled from nearly 1,000 recommendations submitted by children, and each poem included is accompanied by a comment from its sponsor. Their choices and tastes constitute a cautionary tale for anybody engaged in giving them what they need, as opposed to what they actually want: top of the pops were R. L. Stevenson (they are right—he does emerge as a fine poet), Walter de la Mare,

A. A. Milne and Spike Milligan. They clearly love disciplined verse, strong rhythms and, most heretically, rhyme. Comments such as "I like this poem (Southey's 'December') because of the old-fashioned way it is written" are typical. What's encouraging about their selection is that they have responded to such things positively, with the result that there's not a lame entry anywhere, and the whole collection has been assembled with a careful eye to balance, variety and progression.

It's fascinating to watch the development of response from the youngest to the eldest: for the littlest poems are practical things—as urgent as sweets—which give you a laugh or a shiver; meanness is paramount, and the more palpable the poem's design, the better. By the time the older ones are into Owen, R. S. Thomas or Shelley, the feeling for language is coming out of its chrysalis and the medium is becoming as much of a delight as the message. In other words, some fine moments of appreciation, stemming more from the heart than the head; "the last few lines of the poem make me say them very quietly, and when I've finished, I'm very silent like the moon". There's hope for us grown-ups yet.

Scott Fitzgerald once said that the test of a first-rate mind was in its ability to maintain, simultaneously, two contradictory ideas: it is also a very useful way of beginning with poetry, via the riddle, for in getting us to see one thing in terms of another, it is towing the ends of metaphor. Guessing the answer is also fun. John Mole recently spent some time as a visiting writer in primary classes and has assembled a collection of riddles he has written for children, illustrated by his wife. The illustrations answer the riddles, but out of sequence, to enhance the fun of

guessing. The writing is skilful, poised, and fairly sophisticated in tone and many of the riddles stand on their own feet as respectable poems:

Thick-set, accomplice of mortality,  
I tell you secrets in a broken tongue  
About yourself, about the story  
Riddle that my words become.  
(A gravestone)

Others, I find slightly too extended and reliant on general knowledge rather than perception of a central image; however, we cannot all be Anglo-Saxons, and overall this is an enjoyable and teasing collection.

Alden Chambers has helped, through his own writing, to make many years a Year of the Child for a long time now, and his present collection of prose and verse about animals, illustrated by Anthony Colbert, attempts to continue the good work. In his acknowledgements, he explains that he has tried to recreate the kind of scrap-book



Diane Elson's selection of animal verses, plentifully illustrated by her, would make an ideal first poetry book. "If You Should Meet a Creature" published by World's Work, £3.95.

arrangement familiar to him through a do-it-yourself collection he made to amuse himself as a child—"a fairground atmosphere, in which the odd, strange, funny, are cheek by jowl with the serious, scientific and beautiful". He has certainly made a scrapbook from eclectic sources, but I found his selection uneven in tone and content: a lot of very good writing, but too much of an anecdotal kind, and too many reiterated retellings of traditional folk stories. The majority of the poetry choices are rather dull and tend to be used as fillers between the longer prose pieces.

As far as anthologies are concerned there's clearly something of a gold rush on at the moment, with light-eyed prospectors sifting through every scrap of verse to strike it rich. Round About Ten strikes it rich, gold nor fool's gold. It describes itself only with the words "Poems for Today" with no other explanation at all of its principles of selection, arrangement, or even intention. Nevertheless, its large format, large print, pleasant monochrome illustrations, wholesome poems in clear, accessible language make it neither objectionable nor outstanding. It has good poems by Kipling, Clare, Gurn, Heaney, Causley, as well as many traditionalists such as Cowper,

Herrick, Carew: it is as pleasant and as urgent as a Sunday afternoon drive.

Delights and Warnings aims higher: for a start it is a "New Anthology of Poems" (but then, who would compose an old one?). However, its design is both structured and manifest: the book has obviously been assembled with a lot of care, with an eye to how children are likely to respond, and indeed with a brief but very helpful guiding introduction to each of its four sections: Telling Story, Taking a Closer Look, Heroes and Victims and Magic and Mystery. In these introductions the editors partly explain background, cleverly link one poem to another, and gently invite their readers to respond to the language and form of the poems. The visual and literary attractions, with striking illustrations by Giovanni Caselli. With an admirable balance of contemporary and traditional poets, as well as inspired inclusions from the Chinese, Japanese and Indian, it should both stretch and inspire young readers.

Malcolm Saville is an author of some 30 years' standing, and having written over 60 books, has clearly paid his dues: ripeness is all, and he has clearly earned it. His Words for All Seasons, which for him represents a kind of "come true", is an anthology of prose and verse marking the seasons of the year, to the seasons of our life: what gives this commonplace notion strength is not originality, the author's total sincerity, his ability to enjoy his own language. The whole book is suffused with an old man's calm, tranquillity and long perspectives and includes selections from nursery rhymes, Romantic and modern poets, the writers on the countryside, Clare and Edward Thomas, and prose from Dorothy Wordsworth, Ann Frank, Alison Uttley and Laurie Lee. It is a devoted collection, somewhat idyllic in tone, and even if you do not happen to share his ordered Christian view of time, comforting.

I'm sure W. C. Fields didn't really relish boiled children, and in the same way one doubts whether Ogden Nash was really the paedophile at which he loved to play in his best poems. Custard and Company might not be strictly orthodox in its attitude toward children in this particular year, but they would love every minute of it, particularly where they are most being growled at by this most funny, enured, anarchic and inventive of grown-ups. The poems have been chosen and imitatively illustrated by Quentin Blake in one of those totally successful cross-fertilising partnerships.

Children need food, love, security, and education, but they also need the wonderful reassurance from artists like Blake and Nash that some grown-ups (perhaps because of their own inner chaos) can create for themselves, and everyone else, to enjoy them, a perpetual Year of the Child.

Innocent children have no use for fables about rabbits or donkeys or tortoises or porpoises! What they want is something with plenty of well-mutilated corpses.

## Arthurian courtly dance

Shirley Toulson

The Light beyond the Forest: The Quest for the Holy Grail. By Rosemary Sutcliffe. Puffin £3.50, 370 30191 9.

The Arthurian stories centred on the adventures of that half-Son of God and his companions in their search for the cup of the Last Supper are among the most mysterious and the least familiar of the tales of the Round Table. In retelling them for younger readers, Rosemary Sutcliffe never oversimplifies their spiritual meaning, or neglects the allegory of the wounded King, Pelles and the Wasteland around his Grail Castle that forms his kingdom: of the mysterious whips which sail to their destinations at the bidding of unseen and named forces; of the encounters in named places; or of the brief glimpses of the Grail, which encourages the knights in

their quest. In more literary terms she skilfully blends the medieval tradition in which these stories were first set down, with the Romantic British world from which they originated.

In her retelling she weaves these threads together as intricately as the steps of an elaborate dance in rhythmically repeated and the language in which she writes is of the same courtly quality. She demands a sophisticated attention (although the actual words of her narration are simple enough) and the reader who is prepared to give this book his best attention will probably want to go beyond its book. For this reason it is a pity that she does not give any bibliography of her obviously extensive researches; or at least indicate some of the actual places in Britain that are associated with the Grail legends.

## Pioneers

Joe Burkinshaw's Progress. By Geoffrey Kilner. Methuen £4.50, 416 86860 6.

Lightning Boy By Fred Riches. Blackie £3.50, 216 90674 1.

Young Pioneers By Rose White Lane. Lutterworth Press £4.25, 7188 2428 1.

Since it is clearly desirable to increase the stock of stories about our industrial past, especially perhaps those with appeal for boys, it seems a pity that the two reviewed here are so flawed.

Geoffrey Kilner's *Joe Burkinshaw's Progress*, set in the mining valleys of Yorkshire, is a story of a boy, Joe, who is sent to work in a mine. But the story is not about the mine, it is about the boy's life as he grows up. The story is told in a simple, direct way, and the boy's life is shown in a way that is both realistic and idealistic. The story is a good one, and it is a pity that it is so flawed.

On the other hand, Fred Riches' *Lightning Boy*, shows a little concern for authenticity. There are minor implausibilities, like the boy's name, Joe, and some of the turns of phrase, but my concern goes deeper than this. Alongside the quite exciting tale of how Matthew foils the plotters who are trying to sabotage the new steam engine, and the technical details of the engine, the story is a story of a boy's life. The boy's life is shown in a way that is both realistic and idealistic. The story is a good one, and it is a pity that it is so flawed.

The author here falls into a complex trap. He wants the drama of Matthew's search for a father, interested by the restrictive practice that insists that he can only become a railway engineer if he is an engineer's son. He wants father and son to meet and become friends before they know of their relationship. He does not want to be bound by the Victorian convention that all decent people are perfectly chaste. And he does not want to spend, in what is mainly an adventure story, very much time on the emotional problem.

In consequence, we are asked to believe that a responsible, even horrible young man, in a period of strict sexual mores, could seduce a well-educated girl, leave her pregnant and make no further enquiry about her. The Robert Jones we meet would have been incapable of such irresponsibility, but we are given a hint that there has been some important change in his character. The whole issue is ducked.

Ultimately, however, what worries me about both these books is that they seem artificial, deliberately worked up, but without a continually powerful impulse behind them. This weakness is thrown into sharp relief by the comparison with Rose Wilder Lane's *Young Pioneers*, first published as *Let the Hurricane Roar* in 1933. This certainly deserves to be as well known as her mother, Laura Ingalls Wilder's *Little House on the Prairie*; indeed, it is in its quiet way quite simply perfect.

Based, like her mother's books, on family records, of the Westwood push, it tells the story of the first year and a half of a boy and a girl who take a wagon West and settle on a homestead. Rose Wilder Lane writes in short, simple sentences, but her clear, direct records the small events which matter in their lives with an exactitude which is poetic and when disaster strikes in a cloud of grasshoppers which they have depended on for food, the intensity is remarkable. When David goes back east to try to make money and finally finds himself alone with her baby, marooned by blizzards, the reader is totally engaged by the predicament and her triumph and without being in the least misled, the book communicates the reality of love.

Above all, this feels like a book which had to be written, authentic in feeling as well as in period.

## Light and shade

Edward Blisshen on Gerald Durrell

The Picnic and Suchlike Pandemonium. By Gerald Durrell. Collins £5.50 00 216731 X.

I wish I could find my copy of the autobiography—did he call it *The Improbable Schoolmaster*?—in which Simon Heckstall-Smith spoke of Gerald Durrell's *My Family and Other Animals* as one of the healthiest books he'd ever read. As I remember, the argument was that the book was perfectly addressed to the condition of the adolescent. It was passionate, exact and vivid in respect of the young Durrell's own obsession, which combined rapture and scholarship: his interest in animals, the excitement of the born zoologist. It was very funny about Durrell's family: the scatty mother who took them out to live in Corfu, a brother and sister and also the brother, the novelist Lawrence.

I guess, parenthetically, that no other notable writer has been so ruthlessly and deliciously lampooned by a junior sibling as Lawrence Durrell. He appears in the first story in this latest collection by Gerald: returning, briefly, from his exotic literary wanderings to Britain, which he knows as Pudding Island. He's hypocritical, snappy when not apologetic, ruthless and tirelessly comic, in the family vein. Soaked with rain on an unfortunate picnic arranged by the head of the family, he looks forward to the consequences: "My publishers are going to love the publicity: Famous Novelist Killed by Mother." One wishes, wildly, that Dickens had had a disrespectful younger brother: George Eliot, perhaps, an unseasonal younger sister.

The point that, generally, Simon Heckstall-Smith made, long ago, was that this combination of enthusiasm and irreverent amusement was exactly what the adolescent reader needed. I think the argument applies fairly well to this new book. It contains two family stories: the one about the picnic and another about a cruise on a Greek ship moved given to driving straight at quaysides (the captain being socially distracted) than is likely even of a Greek ship. But then the point about Mr Durrell's sense of comedy—and it's another reason why he has such a large young following—is its being rooted in the belief that you cannot overplay a good joke.

None of these stories ranks among his best, but there's never an air of cynical repetition about them. You always know that Mr Durrell is enjoying himself, too. It's so with an outrageous tale about the effect on an entire hotel staff of the author's acquisition of the several volumes of Havelock Ellis's *The Psychology of Sex*. It's a story that is light-hearted about sex, without ever suggesting that sex may not generate its due amount of heavy-headedness. Another valuable point about Mr Durrell: he can be funny without implying that life is an unrelenting guffaw.

As a matter of interest to adolescents and others alike, the last story is a tale of Gothic horror that, curiously, suggests a collaboration between T. M. R. James and Charles Porter. Well, no: I am, in so expressing it, too much under the influence of the style of Durrellian comedy. It's a hair-raising tale, in fact; and will provide enjoyable nightmares for some of the older adolescents, for whom the rest of the book may provide enjoyable, intelligent—and healthy—giggles.

## MY AUNT POLLY

by Helen Cresswell

A deliciously funny story, by a well-known children's author, that tells the hilarious adventures of Polly, seen through the eyes of her young niece. Each scene is pictured exactly as the little girl imagines it. Full colour illustrations by Margaret Gordon. Ages 4-8, 0 08 024997 3 laminated paperback 90p, 0 08 024998 1 hardback £2.75, 24pp, 198 x 210 mm. Full colour illustrations throughout.

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by Gwylfa Iwan Jones. English text by Robert Sutcliffe

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## 37 Broadcasting/Film/Briefings

## Briefings

**Radio and tv  
FE and OU**

Impact, for secondary providers, develops this approach progressively, using material that is not explicitly religious but which is drawn from the best of the Christian and various other sources. This material has been used in a participatory, two-way process, in assemblies in rural areas. Traditionally-inclined clergy and visitors may have initially scoffed: "what children devised? Such a gross perversion of the Gospel!" "Well, God and we are again," but they must realize that children now put their own stamp on their assemblies, and are no longer merely regarded as that long 15 minutes between register and first lesson.











## SECONDARY continued

## Remedial Posts

## Heads of Department

## BARKING

## REMEDIAL POSTS

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## LONDON BOROUGH OF HARINGEY

## SCHOOL OF ST DAVID AND ST KATHERINE

Hillfield Avenue, London NW 7DT

Telephone 01-348 8292

Church of England Voluntary Aided Mixed

11-18 Comprehensive School; 1,120 on roll

Headmaster: J. B. Ashwin, MA (Cantab)

## DIRECTOR OF SIXTH FORM STUDIES

## Senior Teacher Scale

Required from Summer Term, 1980, a well-qualified

graduate to fill the vacancy created by the promotion of

the present holder of this post to a Deputy Headship of a

large comprehensive school.

St David's and St Katherine's opened in new premises

in March, 1978, and there will be a swift expansion of

sixth-form numbers over the next three years as our

comprehensive intakes reach sixth-form age.

Candidates should have held a post of major responsibility

in a comprehensive school, and be sympathetic to the aims and ethos of a Voluntary Aided Church School.

London Allowance (£474) payable.

Removal expenses: 100 per cent allowed in approved cases.

Application forms and further details obtainable from the Headmaster, returnable to him by December 11, 1979.

## NORTH YORKSHIRE COUNTY COUNCIL

## South Craven School (Group 12)

Applications are invited from suitably qualified men

and women for appointment as Head of this co-educational

comprehensive school for pupils aged 11-18. At present there are about 1,600 pupils on roll, including

approximately 140 in the sixth form, drawn from town and rural areas. The school premises, which are

modern and attractive, occupy an outstanding site in

Crosshills some five miles south east of Skipton. The post falls vacant on the retirement of the present

Head, and the successful candidate will be expected to take up the appointment on April 23, 1980.

Further details and application forms (returnable by December 3, 1979) are obtainable on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE.

## BEXLEY LONDON BOROUGH

## New Secondary Modern School, Brook Street, Erith, Kent

## HEADSHIP

Subject to the approval of the Secretary of State of the

Authority's proposals for re-organising part of its Secondary School provision, a new six-form entry

Secondary Modern School with an estimated roll of 900 boys and girls aged 11-18 (Group 11) will be established at Brook Street, Erith, at the beginning of the Autumn Term 1980, using accommodation which at present forms part of Erith School.

Applications are invited from suitably qualified and experienced teachers for the post of HEAD to take effect from the beginning of the Summer Term.

L.A.A. £327. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Applications (enclosing S.A.E.) to Chief Education Officer for Schools (T5), Town Hall, Crayford, Kent, DA1 4EN.

Closing date: 18th December, 1979.

## BEXLEY LONDON BOROUGH

## New Secondary Grammar School, Avenue Road, Erith, Kent

## HEADSHIP

Subject to the approval of the Secretary of State of the

Authority's proposals for re-organising part of its Secondary School provision, a four-form entry Second-

ary Grammar School with an estimated roll of 840 boys and girls aged 11-18 (Group 11) will be established at Avenue Road, Erith, at the beginning of the Autumn Term 1980, using accommodation which at present forms part of Erith School.

Applications are invited from suitably qualified and experienced teachers for the post of HEAD to take effect from the beginning of the Summer Term.

L.A.A. £327. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Applications (enclosing S.A.E.) to Chief Education Officer for Schools (T5), Town Hall, Crayford, Kent, DA1 4EN.

Closing date: 18th December, 1979.

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.

Required for Easter 1980

## Chingford Senior High School

Nevin Drive, London E4 7LT

Head Teacher: Mr. P. R. Taylor, M.A., B.D.

## Deputy Head Teacher

Salary Group 11, £7,779.25, £26 plus £72 supplement, plus £237 London Allowance.

Applications are invited for the Deputy Headship of this Mixed Comprehensive Senior High School (1980 on roll 14-19 years).

Application forms and further details obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 6GJ.

Closing date: 7th December 1979.

London Borough of Waltham Forest

## THE TIMES EDUCATIONAL SUPPLEMENT, 23.12.79

## SECONDARY continued

## Scale 1 Posts

## BERKSHIRE

## SCHOOL FOR BOYS

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CUMBERIA  
COUNTY COUNCIL  
NORTON SCHOOL

**CUMBERIA**  
**CASTERION SCHOOL**  
 a title independent Boarding  
 school for girls for January 1986  
 a third teacher to share the teaching

**DERBYSHIRE**  
**EDUCATION COMMITTEE**  
**PHILAND SCHOOL**  
Nursery Avenue, Sandacre,  
Nottingham  
Interested: Mr. D. Yarnoll, B.A.  
Tel.: Sandacre 797326  
Scale 1 Temporary Appointment  
1st January 1980, commencing Jan. 1,  
1980, TEACHER OF FRENCH in  
1-6 mixed Comprehensive School  
Salary 11,000 p.a. (11,200 p.a. for 1980)

Possibility of a permanent appointment for a suitably qualified experienced electrician.  
 Letters of application to the firemaster, naming two referees, will in one week of the appearance (this advertisement).

**DONCASTER**  
 ADWICK S21001.  
 Windmill, Nook Lane,  
 Woodlands, Doncaster  
 DN6 7JF  
 Doncaster 722237

MASTER of the MIDDLESSEX required to teach the FRENCH Script 1 with some sixth form. Send in, Courses at C.S.E. ...

and our first Sixth Form group  
is taking the "O" level exam-  
ination in June 1968.  
Therefore, there is a satis-  
fying situation.

Adwick School is a mixed  
comprehensive school of 1,200  
pupils with approximately  
200 pupils in a well established  
Sixth Form.

Letters of application, to-  
gether with the names and ad-  
dresses of two referees should  
be sent to the Headmaster as  
soon as possible.

---

**GLOUCESTERSHIRE**  
**KATHARINE LADY BENKELEY**

**HARINGEY**  
(Borough of)  
**CROUCHTON SCHOOL**  
Tetherdown, Muswell Hill N10  
11-18 Comprehensive school.  
The school has a roll of 600.  
Boys' 290 Girls' 310

**HARINGEY**  
(Borough of)  
**CREIGHTON SCHOOL**  
Tetherdown, Muswell Hill N10

The school has a roll of 1,400 and girls, with a Sixth Form of 300. It is housed in two main buildings on a 16-acre site. Required for January, 1980: —  
A temporary TEACHER of GERMAN and FRENCH. The appointment to be for one term in the first instance.

level and Academic level work the same level in the first two. The successful candidates will join a Modern Language department of award.

Applications as soon as possible for the first instance. Candidates, giving details of qualifications and experience and the names and addresses of referees.

London Allowance (£474) plus

Removal expenses—100 pounds

Telephone 1 01-208 4500  
Mixed Comprehensive School  
1.160 for the age range 11-16

son after as possible, a THE  
of GERMAN. (graduate prefer  
into a lively and expanding  
ment. The successful as  
should be willing to teach p  
both German and French  
abilities and ages.  
German is taught at present  
"O" and "A" Level

to introduce German into the  
year, so expanding the student  
involvement in this program.  
As part of the Modern Language  
department all full ranges of  
visual resources are available  
based in teaching rooms.  
Special Priority Allowance  
\$275.  
Applications as soon as  
by letter to the headmaster  
with instances with curriculum  
listing names and addresses

London Allowance (\$477.00)  
Removal expenses - 100% allowed in approved cases.

**HAVERING**  
(London Borough of)  
THE COOPERSON COMPANY  
COBORN SCHOOL  
25, Merry's Lane, Uxbridge, Middlesex  
Voluntary Aided & F.S. Mfrs.  
Registered for January or  
June - as possible. TEAC

[illegible]

with  
photo  
# 97

was in the Headquarters of  
possible targets were referred  
London. Reference was  
with various contacts in  
Cairo.

clude a complete machine  
are situated in 10 acres of  
in stream, green, high con-  
val with some roots of L.  
underground.

Agave plants will grow in  
open to the Hemlock zone, if  
possible, reaching 100 ft. for  
London (reference 234)  
which remains unknown in  
cases.

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Application forms (foolscap s.a.e.) available from and returnable to Director of Education (STAFF/RT/TES), PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW; or telephone 01-803 1400, ext 881.

Advertisement notices may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Officer  
Kingsdale, Geraldton

foreign language in  
 study. Comprehensive  
 German Studies an-  
 nement, C.E.T. and  
 are well established.  
 available. See 1  
 Full details and  
 from the Head Teacher

in this R.O. where Over  
high School (1970) and  
14 years) Secondary  
Middle School, trained as  
a teacher.  
Application forms obtain  
able from Teacher 101  
R.O.  
Closing date: December

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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school unless otherwise stated. School visits by appointment are welcome.

Inner London Area Payment (£474 per annum) in addition to the appropriate Burnham salary scale. The closing date for applications is 14 days from publication date.

INNER LONDON EDUCATION AUTHORITY

**SECONDARY SCHOOLS**

**Headships**

**PRESTON MANOR (BD) SCHOOL**  
Headmaster. The school is a large secondary school with a large staff. The school is a large secondary school with a large staff. The school is a large secondary school with a large staff.

**SOUTH EAST LONDON SCHOOL**  
Headmaster. The school is a large secondary school with a large staff. The school is a large secondary school with a large staff. The school is a large secondary school with a large staff.

**Post of Responsibility**

Unattached specialist teachers—see Special Education.

**BRITISH CONSTITUTION**

Scale 1 Posts

**Head of Department**

Unattached specialist teachers—see Special Education.

**CAREERS**

Scale 1 Posts

**Head of Department**

Unattached specialist teachers—see Special Education.

**COMMERCE**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**ENGLISH**

Scale 1 Posts

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**GEOGRAPHY**

Scale 1 Posts

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MUSIC**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**PHYSICAL EDUCATION**

Head of Department

**Scale 1 Post**

Unattached specialist teachers—see Special Education.

**MATHEMATICS**

Head of Department

**Scale 1 Post**

Unattached specialist teachers—see Special Education.

**RELIGIOUS EDUCATION**

Scale 1 Post

**Scale 1 Post**

Unattached specialist teachers—see Special Education.

**REMEDIAL WORK**

Head of Department

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**SCIENCE**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MODERN LANGUAGES**

Scale 1 Posts

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**SCIENCE**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MUSIC**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MUSIC**

Post of Responsibility

**PRIMARY SCHOOLS**

**SPECIAL EDUCATION**

**Headships**

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**TECHNICAL STUDIES**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**RELIGIOUS EDUCATION**

Scale 1 Post

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**REMEDIAL WORK**

Head of Department

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**SCIENCE**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MODERN LANGUAGES**

Scale 1 Posts

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**SCIENCE**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**MUSIC**

Post of Responsibility

**Scale 1 Posts**

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**MUSIC**

Post of Responsibility

**SECONDARY Technical Studies continued**

**MERTON**  
Education Committee

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**TECHNICAL STUDIES**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**TECHNICAL STUDIES**

Post of Responsibility

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Unattached specialist teachers—see Special Education.

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Post of Responsibility

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**TECHNICAL STUDIES**

Post of Responsibility

**Other than by Subject Classification**

**Heads of Department**

**CITY OF SALFORD**  
Education Department

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

**TECHNICAL STUDIES**

Post of Responsibility

**Scale 1 Posts**

Unattached specialist teachers—see Special Education.

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**Scale 1 Posts**

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Post of Responsibility

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